

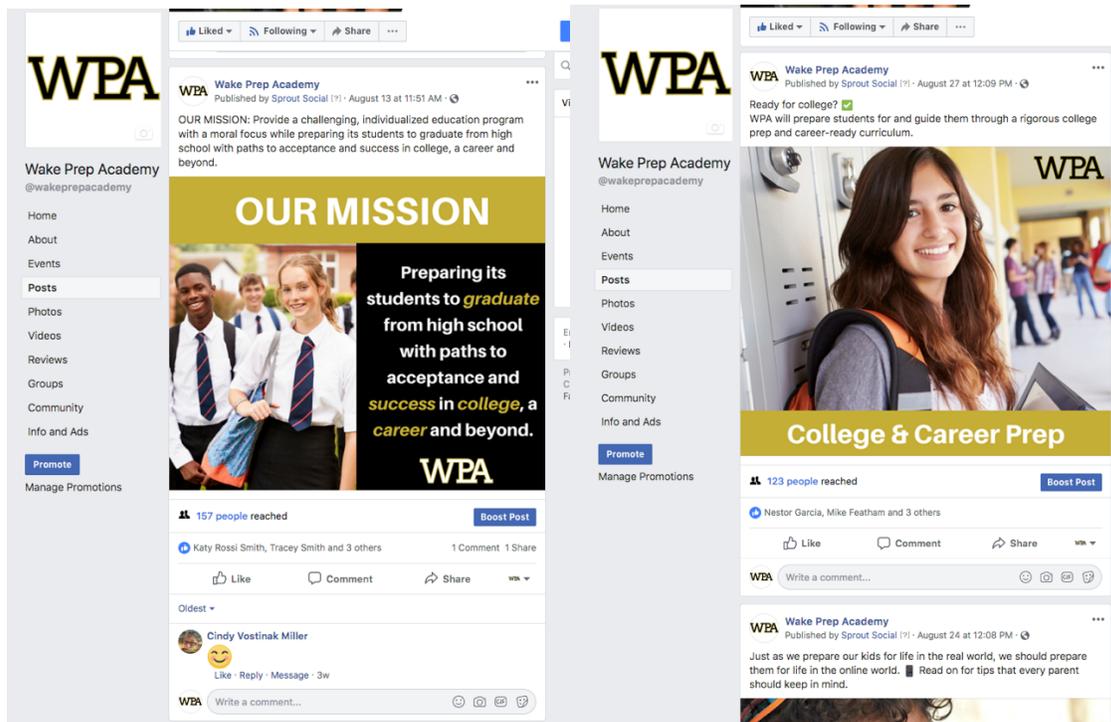
Background

While charter school choices in northern Wake County exist, the vast majority only serve students in grades K-8 – and the demand for those schools far exceeds the available capacity. For example, Wake Forest Charter Academy (WFCA), in its fifth year, maintains a waiting list of \$1,300 students. Waiting list figures are similar for nearby Franklin Academy, the only K-12 charter in our area. We anticipate that Wake Preparatory Academy will help meet demand for K-8 charter school seats, while also serving the hundreds of K-8 charter families who do not have a charter high school choice. We intend for our high school grades to include more seats than our K-8 to accommodate not only WPA rising 9th graders, but also students from nearby schools.

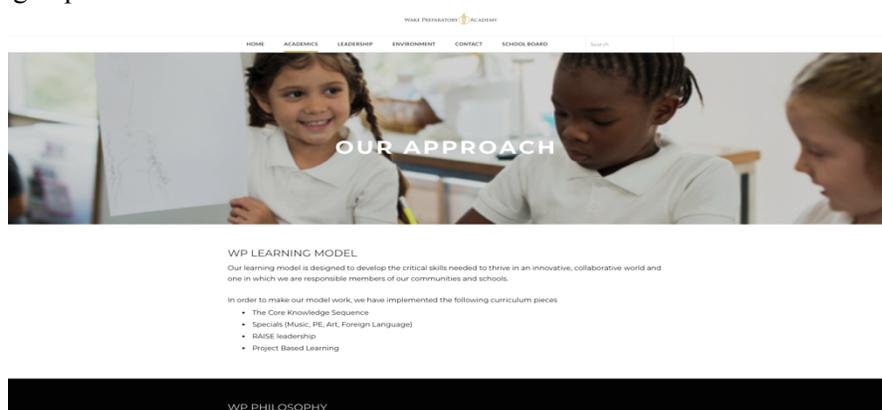
Area charter schools include Endeavor Charter School (K-8); Envision Science Academy (K-8); WFCA (K-8); and, Rolesville Charter Academy (RCA).

Community Engagement:

We have created a Facebook page. (www.facebook.com/wakeprepacademy/) that has garnered, as of September 24, 2018, 196 total page likes, 41,300 impressions (the number of times a post from our page was displayed), 325 engagements (likes, comments, etc), 304 clicks (on ads, posts, etc) , and 3,400 total video views.



We also have a website (www.wakeprep.org) with our information including community events, a link to our survey, and a link to sign up to our email interest list.



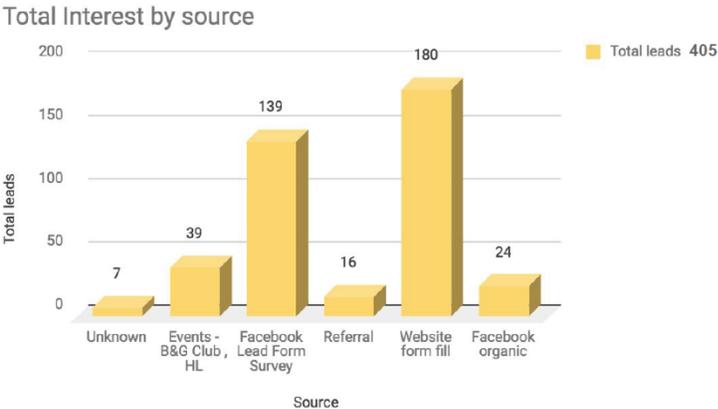
We've held two community events thus far. Our first was at Hope Lutheran Church in Wake Forest. We had 59 people in attendance. 33 had RSVP'd via an email blast and 26 had RSVP'd via the Facebook event. 144 more were a "Maybe" on the Facebook page. At the event, we have 47 families sign up to receive our interest email.



Our second event was held at the Wake Forest Boys and Girls Club. We spoke to parents as they picked their kids up from camp. Almost every parent we spoke to signed up to receive our interest emails – another 43 families.



At this time, we have 405 people on our interest list, desiring updates regarding Wake Preparatory Academy. That number continues to grow, showing that there is a need and desire for a college preparatory school with a PBL and values-based curriculum in Wake Forest.

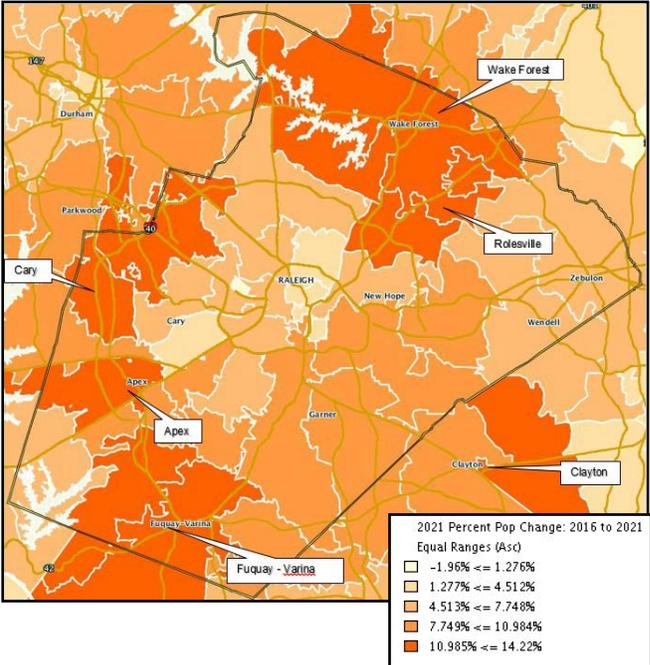


School Capacity and Growth Challenges

According to the U.S. Census, Wake County's population grew by 43.5 percent between 2000 and 2010 – the highest growth of any metropolitan area in the nation for that period (newgeography.com); and this growth is continuing. Wake County is projected to reach two million residents by 2054. (Wakegov.com). North Raleigh, the Town of Wake Forest, and the Town of Rolesville have seen booming growth in the population, business, and housing sectors.

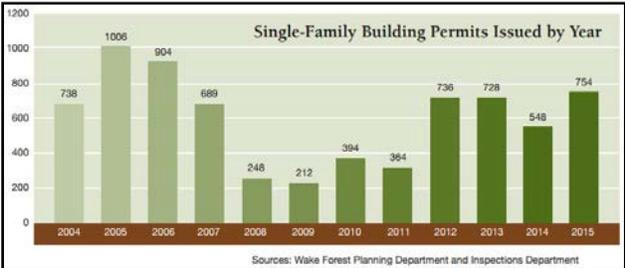
WCPSS itself notes "As many as 20,000 additional children are expected in our classrooms by 2020" ("District Facts: Overview," at www.wcpss.net). WCPSS currently runs more than 100 elementary schools and 33 middle schools and has put up almost 1,200 modular classrooms in an attempt to alleviate overcrowding and accommodate the tremendous growth in the student population. For the 2016-17 school year, 16 schools in the county were "capped," meaning residents who move in to neighborhoods where those schools are located are not guaranteed a seat in those schools for their children.

Projected Growth Areas 2016-2020



Wake Forest

Since 2000, the Town of Wake Forest has grown substantially. Wake Forest increased in population from 5,200 in 1990 to more than 30,000 in 2010, a five-fold increase. The 2014 population estimate was 36,693. Wake Forest is projected to grow steadily over the next 10-15 years. Based on approved projects, potential undeveloped land, and recent population growth trends, the estimated population for Wake Forest in 2025 is 47,770.



Residential building permits support these growth projections, with permits returning to near pre-recession figures as indicated in the graphic above.

Rolesville

The Town of Rolesville directly borders Wake Forest to the southeast. The Town has become the fastest-growing town in North Carolina since 2010, increasing its population by a stunning 52 percent ("Rolesville has become NC's new boomtown," Raleigh News & Observer, May 21, 2015). And this growth is on top of an amazing 315 percent population growth from 2000 to 2010 (see: <http://rolesvillenc.gov/redac/demographics/>).

| Population | 5-Mile Radius | 10-Mile Radius | 15-Mile Radius |
|-----------------|---------------|----------------|----------------|
| Population 2000 | 26,628 | 352,308 | 778,413 |
| Population 2010 | 45,067 | 498,864 | 1,103,560 |
| Population 2015 | 58,075 | 590,722 | 1,300,544 |
| Growth 2010-15 | 28.9% | 18.4% | 17.8% |

| Kindergarten Curriculum Map 18-19 | | | |
|-----------------------------------|--|--|---|
| Week | Text | Focus Questions | Optional |
| Notes | | | |
| Quarter 1 | | | |
| 1 | ELA: CKLA Skills Routines & Procedures, routines & procedures, and routines & 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 | Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2), WF.3d (see SM breakdown) | |
| | ELA: CKLA Domain 1: Nursery Rhymes and Fables 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" & Saying and Phrases: It's Raining Cats and Dogs L3a "Jack Be Nimble" L3b "Little Jack Horner" | Q1 Standards Assessed: RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7 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 | L1b Multiple Meaning Word Activity: Ring L1b On Stage Do not do L2b: Recitation of Nursery Rhymes Recitations should not take up instructional time. L3a Extension: On Stage L3b Extension: On Stage Do not do L3b: Recitation of Nursery Rhymes |
| 2 | ELA: CKLA Skills 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 | Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2), WF.3d (see SM breakdown) | |
| | ELA: CKLA Domain 1: Nursery Rhymes and Fables 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 | Q1 Standards Assessed: RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7 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 | Do not do L6b: Recitation of Nursery Rhymes Do not do Nursery Rhyme Recitation Assessment |
| 3 | ELA: CKLA Skills 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 | Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2), | |

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| | <p>U2, L2: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Hump U2, L3: Sound and Word Blending; Prewriting Skills: Zigzag</p> <p>ELA: CKLA Domain 1: Nursery Rhymes and Fables 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" L11b: Extension: Assessment - Sequencing: Beginning, Middle, and End (11B-1)</p> | <p>WF.3d (see SM breakdown)</p> | |
| 4 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 1: Nursery Rhymes and Fables L12a; The Hare and the Tortoise L12b Syntactic Awareness Activity: Sentence Builder L12b Vocabulary Instructional Activity: Race Flex/Catchup Domain Review: Teacher Choice</p> <p>Domain Assessment: Part 1, 2, & 3 Domain Culminating Activities: Teacher Choice</p> | <p>Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2),</p> <p>Q1 Standards Assessed: RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</p> | <p>Do not do L8b: Recitation of Nursery Rhymes</p> <p>L9a Extension: On stage L10b Extension: On Stage</p> <p>L12b Multiple Meaning Word Activity: Break</p> <p>**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)</p> |
| 5 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 2: The Five Senses 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 Extension: Assessment - Loud and Soft Sounds (3B-1) L4a "The Sense of Smell" L4b Extension: Saying and Phrases: "Better Safe Than Sorry" L4b Extension: Pleasant and Unpleasant Odors T-Chart</p> | <p>Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2),</p> <p>Q1 Standards Assessed: RL.1, RL.2, RL.3 (characters only), RL.5 (storybook only), RL.7</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>ELA: CKLA Skills U3, L2: Sound /a/ Spelled 'a' . U3, L3: Sound /t/ Spelled 't' U3, L4: Sound /d/ Spelled 'd'</p> | <p>Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown)</p> | |

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| | <p>U3, L5: Review U3, L6: Sound /o/ Spelled 'o'</p> <p>ELA: CKLA Domain 2: The Five Senses L5a "The Sense of Taste" L5b No Required Extension L6a "The Sense of Touch" L6b No Required Extension</p> <p>Prep for PTC: Goal Setting Pausing Point: Teacher Choice Required Assessment - Five Senses (PP-1) L7a "Ray Charles" L7b Extension: A Timeline of Ray Charles's Life</p> | <p>WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2),</p> <p>Q1 Standards Assessed: 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>ELA: CKLA Skills 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>ELA: CKLA Domain 2: The Five Senses L8a "Helen Keller" L8b Extension: A Timeline of Helen Keller's Life Domain Review: Teacher Choice</p> <p>Domain Assessment: Part 1, 2, & 3 Domain Culminating Activities: Teacher Choice L1a Chicken Little L1b Extension: Assessment - Sequencing: Beginning, Middle, and End (1B-1)</p> | <p>Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2),</p> <p>Q1 Standards Assessed: 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>ELA: CKLA Skills 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>ELA: CKLA Domain 3: Stories L2a The Three Little Pigs L2b Extension: Assessment - Sequencing Events in the Story (2B-1) Flex/Catchup 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 L4b Extension: Assessment - Sequencing Events in the Story (4B-1)</p> <p>L5a "The Bremen Town Musicians" L5b Extension: Two-Column Chart (Things animals do/don't really do)</p> | <p>Q1 Standards Assessed: RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b (letters from U1 & U2),</p> <p>Q1 Standards Assessed: 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 | ELA: CKLA Skills | Q1 Standards Assessed: | |

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| | <p>U4, L2: Sound /h/ Spelled 'h' U4, L3: Sound /s/ Spelled 's' U4, L4: Sound /f/ Spelled 'f' U4, L5: Review</p> <p>ELA: CKLA Domain 3: Stories Pausing Point: Teacher Choice Required Assessment: Riddles for the Core Content (PP-1) 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>RF.1a, RF.2a, RF.2c (blending only), RF.3c (see SM breakdown) WF.1a (letters from U1 & U2), WF.1b</p> <p>Q1 Standards Assessed: 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> |
| Quarter 2 | | | |
| 10 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 3: Stories 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 & Phrases: Do Unto Other as You Would Have Them Do Unto You L10a "Tug of War" L10b Extension: Character Comparison Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed: 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>ELA: CKLA Skills 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>ELA: CKLA Domain 4: Plants Domain Culminating Activities: Teacher Choice L1a "Introduction to Plants" L1b Extension: Plants and Their Environments Flex/Catchup L2a "Plant Parts" L2b Extension: Assessment - Plant Parts (2B-1) L3a "The Life Cycle of a Plant" L3b Extension: Sayings and Phrases: Great Oaks from Little Acorns Grow</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed: 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>ELA: CKLA Skills 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>ELA: CKLA Domain 4: Plants</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed:</p> | |

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| | <p>L4a "The Gigantic Turnip" L4b Extension: Assessment - A Turnip's Life Cycle (4B-1) Pausing Point: Teacher Choice Required Assessment: Plant Parts (PP-1) 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>Q2 Standards Assessed: 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" 2. Compare: Alike/Different (2 fruits or 2 Trees)</p> | <p>L6b Multiple Meaning Word Activity: Pit</p> |
| 13 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 4: Plants 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>Q2 Standards Assessed: 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>Q2 Standards Assessed: 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" 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> |
| 14 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 4: Plants Domain Review: Teacher Choice Domain Assessment: Part 1, 2, 3, & 4 Culminating Activities: Teacher Choice L1a "Old MacDonald Has a Farm" L1b Extension: On Stage - "Old MacDonald's Had a Farm"</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed: 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> | |
| 15 | <p>ELA: CKLA Skills U5, L14: Review and Student Performance Task Assessment U5, L15: Review and Student Performance Task Assessment</p> <p>ELA: CKLA Domain 5: Farms L2a "With a Moo, Moo Here" L2b Extension: Image Review (Require students to use richer more complex language, including read-aloud vocabulary)</p> | <p>Q2 Standards Assessed: All Q1 Standards plus: RF.1b, RF.1c, RF.1d, RF.1e,</p> <p>Q2 Standards Assessed: All Q1 Standards plus: RL.3 (full standard), RL.6 RI.1, RI.2, RI.5, RI.6, RI.7</p> | |

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| | 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>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>ELA: CKLA Domain 5: Farms 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 Assessment Recitation Not Required 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: Assessment: Sequencing Story Events (7B-1)</p> | <p>Q2 Standards Assessed: 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 Assessment Recitation Not Required L7b Extension: On Stage</p> |
| 17 | <p>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>ELA: CKLA Domain 5: Farms L8a "The Seasons of Farming" L8b Extension: Drawing the Read-Aloud: Seasons L9a "From Farm to Market" L9b Extension: Assessment - Sequencing From Farm to Market (9B-1) Domain Review: Teacher Choice Domain Assessment: Part 1 & 2 Domain Culminating Activities: Teacher Choice</p> | <p>Q2 Standards Assessed: 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>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>ELA: CKLA Domain 6: Native Americans</p> | | |

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| | <p>L1a "Introduction to Native Americans" L1b Extension: Native American Chart L2a "The Lakota Sioux and the Buffalo" L2b Extension: Native American Chart Flex/Catchup L3a "Where's Winona?" L3b Extension: Native American Chart L3b Extension: Sayings & Phrases: Practice Makes Perfect L4a "Little Bear Goes Hunting" L4b No Required Extension</p> | <p>Q2 Standards Assessed: 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>Optional Assessment: Made from a Buffalo (2B-1) Optional Assessment: The Lakota Sioux Culture (3B-1) L4b Multiple Meaning Word Activity: Plain L4b Syntactic Awareness Activity: Asking Questions</p> |
| 19 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 6: Native Americans Pausing Point: Teacher Choice Required Assessment: The Great Plains (PP-1) L5a "Bear, Gull, and Crow" L5b Extension: Native American Chart Flex/Catchup Flex/Catchup L6a "The Lenape, The People of the Seasons" L6b Extension: Native American Chart</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed: 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> | |
| Quarter 3 | | | |
| 20 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 6: Native Americans L7a "A Native American Alphabet" L7b Extension: Drawing the Read-Aloud L8a "Native Americans Today" L8b No Required Extension Domain Review: Teacher Choice Domain Assessment: Part 1 & 2 Domain Culminating Activities: Teacher Choice</p> | <p>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8),</p> <p>Q3 Standards Assessed: All Q1 & 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> |
| 21 | <p>ELA: CKLA Skills U7, L8: Sound /ng/ Spelled 'ng' . U7, L9: Review U7, L10: Review U7, L11: Review and Assessment U7, L12: Review and Assessment</p> <p>ELA: CKLA Domain 7: Kings & Queens L1a "What Are Kings and Queens?" L1b Extension: Draw the Read-Aloud</p> | <p>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & 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> |

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| | <p>L2a "The Royal Family" L2b Extension: Two-Column Chart (Our Family vs The Royal Family) L2b Extension: Vocabulary Instructional Activity: Reign Flex/Catchup L3a "King Midas and the Gold Touch" L3b Extension: Assessment - Sequencing Events in the Story (3B-1) L4a "Old King Cole" L4b No Required Extension</p> | <p>Q3 Standards Assessed: All Q1 & 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>ELA: CKLA Skills U7, L13: Review and Assessment U7, L14: Review and Assessment U7, L15: Review and Assessment U7, L16: Review and Assessment</p> <p>ELA: CKLA Domain 7: Kings & Queens L5a "Sing a Song of Sixpence" L5b No Required Extension Pausing Point: Teacher Choice Required Assessment: Riddles for Core Content (PP-1) L6a "The Princess and the Pea" L6b Extension: Character, Setting, and Plot L7a "Cinderella" L7b Extension: Assessment - Sequencing Events in the Story (7B-1)</p> | <p>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3</p> <p>Q3 Standards Assessed: All Q1 & 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>ELA: CKLA Skills 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>ELA: CKLA Domain 7: Kings & Queens L8a "Snow White and the Seven Dwarfs" L8b Extension: Assessment - Sequencing Events in the Story (8B-1) Domain Review: Teacher Choice Domain Assessment: Part 1 & 2 Domain Culminating Activities: Teacher Choice L1a "What's the Weather Like?" L1b Extension: Weather Diary (1B-1)</p> | <p>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8),</p> <p>Q3 Standards Assessed: All Q1 & 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>ELA: CKLA Skills 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>ELA: CKLA Domain 8: Seasons and Weather L2a "Winter" L2b Extensions: Season Comparison Chart L3a "Spring" L3b Extensions: Season Comparison Chart L3b Extension: Sayings & Phrases: April Showers Bring May Flowers Flex/Catchup</p> | <p>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8),</p> <p>Q3 Standards Assessed: All Q1 & 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> |

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| | L4a "Summer" L4b Extensions: Season Comparison Chart L5a "Autumn" L5b Extensions: Season Comparison Chart | what do you expect to change will you see? When it gets wet, what changes on farms or plants might that have....) | L3b Extension: My Four Seasons Drawing Book (2B-1) L3b Multiple Meaning Word Activity: FallL3b Extension: My Four |
| 25 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8), | |
| | ELA: CKLA Domain 8: Seasons and Weather Pausing Point: Teacher Choice Required Assessment: Riddles for Core Content (PP-1) L6a "The Grasshopper and the Ants" L6b Extension: Assessment - Cycles of the Seasons (6B-1) Flex/Catchup 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) | Q3 Standards Assessed: All Q1 & Q2 Standards plus: RL.4, RI. 4 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? | L6b Syntactice Awareness Activity: Asking & Answering Questions Using WHO L8b Vocabulary Instructional Activity: Predict |
| 26 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 | |
| | ELA: CKLA Domain 8: Seasons and Weather Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3 Domain Culminating Activities: Teacher Choice L1a "The Spice Seekers" L1b Extension: Somebody Wanted But So Then | Q3 Standards Assessed: All Q1 & Q2 Standards plus: RL.4, RI. 4 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? | **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) |
| 27 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 WF.1a (letters from U7-U8), | |
| | ELA: CKLA Domain 9: Columbus and the Pilgrims L2a "Ferdinand and Isabella" L2b Extension: KWL Journals (2B-1) L3a "1492" L3b Extension: KWL Journals Flex/Catchup L4a "Not the Indies" L4b No Required Extension | Q3 Standards Assessed: All Q1 & Q2 Standards plus: RL.4, RI. 4 1. How would our life be different if these events didn't happen? | L3b Vocabulary Instructional Activity: Forward L4b Multiple Meaning Word Activity: Chest |

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| | L5a "Further Adventures of Christopher Columbus" L5b Extension: KWL Journals | | |
| 28 | ELA: CKLA Skills 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. | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.2c, RF.2d, RF.2e (add & sub Initial & final phoneme), RF.3a, RF.3b, RF.3d W.3 | |
| | ELA: CKLA Domain 9: Columbus and the Pilgrims Pausing Point: Teacher Choice Required Assessment: Where Are We? L6a "Colonies in Native American Lands" L6b Extension: Timeline L7a "The Voyage of the Mayflower" L7b No Required Extension Flex/Catchup | Q3 Standards Assessed: 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 WHAT |
| Quarter 4 | | | |
| 29 | ELA: CKLA Skills 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 | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard), | |
| | ELA: CKLA Domain 9: Columbus and the Pilgrims L8a "The Wampanoag" L8b No Required Extension L9a "Thanksgiving" L9b No Required Extension Domain Review: Teacher Choice Domain Assessment: Part 1 & 2 Domain Culminating Activities: Teacher Choice | Q4 Standards Assessed: 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 | ELA: CKLA Skills 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 | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard), | |
| | ELA: CKLA Domain 10: Colonial Towns and Townspeople L1a "The Country Family" L1b Extension: Venn Diagram L2a "A Trip to Town" L2b No Required Extension L3a "The Bread Makers: Millers and Bakers" L3b Extension: Assessment - Retelling a Sequence of Events (3B-1) L4a "The Cloth Makers: Spinners and Weavers" L4b Nursery Rhymes Read-Aloud (Tradespeople) L5a "Dressmakers, Tailors, Hatters, and Cobblers" L5b Extension: KWL Chart | Q4 Standards Assessed: 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 different/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 | ELA: CKLA Skills U9, L16: Tricky Words: are and were U9, L17: Tricky Words: here and there U9, L18: Review | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), | |

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| | U9, L19: Punctuation; Review and Assessment U9, L20: Review and Assessment | RF.3c (see SM breakdown) WF1a (full standard), | |
| | ELA: CKLA Domain 10: Colonial Towns and Townspeople L6a "The Elves and the Shoemaker" L6b No Required Extension Pausing Point: Teacher Choice Required Assessment: Tradespeople (PP-1) Flex/Catchup L7a "The House Builders: Bricklayers, Masons, and Carpenters" L7b Extension: Sayings & Phrases: Better Safe Than Sorry L8a "The Blacksmith" L8b No Required Extension | Q4 Standards Assessed: 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 | L6b Extension: Student Choice L7b Extension: On Stage L8b Multiple Meaning Word Activity: Iron L8b Syntactic Awareness Activity: Where |
| 32 | ELA: CKLA Skills 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' | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard), | |
| | ELA: CKLA Domain 10: Colonial Towns and Townspeople 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 Domain Assessment: Part 1, 2, & 3 Domain Culminating Activities: Teacher Choice | Q4 Standards Assessed: 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? | L9b Extension: On Stage L10b Vocabulary Instructional Activity: Marching L10b Extension: On Stage |
| 33 | ELA: CKLA Skills U10, L2: Review U10, L3: Tricky Words: he, she, and we U10, L4: Review U10, L5: Tricky Words: be and me . | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) | |
| | ELA: CKLA Domain 11: Taking Care of the Earth 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) Flex/Catchup L3a "Natural Resources" L3b Extensions: Assessment - Natural Resources (3B-1) | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9 1. Where does all the "extra" stuff go? Where does our extra food or trash go? How does this affect the earth? | L1b Multiple Meaning Word Activity: Earth |
| 34 | ELA: CKLA Skills U10, L6: Review U10, L7: Sound /ae/ Spelled 'a_e' U10, L8: Tricky Words: they and their U10, L9: Review U10, L10: Review | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard), | |
| | ELA: CKLA Domain 11: Taking Care of the Earth L4a "Reduce, Reuse, Recycle" L4b Extension: Interactive Illustrations | Q4 Standards Assessed: All Q1, Q2, Q3 plus: RL.5,RL.9 | L4b Vocabulary Instructional Activity: Symbol |

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| | <p>L5a "Recycle! Recycle! Recycle!" L5b Extension: Sayings & Phrases: A Place for Everything, and Everything in Its Place L6a "Composting" L6b Extensions: Assessment - Composting (6B-1) Pausing Point: Teacher Choice Required Assessment: Sorting Recyclable Items (PP-1) L7a "Pollution" L7b Extension: KWL Chart</p> | <p>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>2. Compare pictures of clean places versus dirty places (i.e. a clean beach vs. dirty beach)</p> | <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> |
| 35 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 11: Taking Care of the Earth 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 Domain Assessment: Part 1 & 2</p> | <p>Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),</p> <p>Q4 Standards Assessed: 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>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> |
| 36 | <p>ELA: CKLA Skills U10, L16: Review U10, L17: Sound /oe/ Spelled 'o_e' U10, L18: Review U10, L19: Review U10, L20: Review</p> <p>ELA: CKLA Domain 12: Presidents and American Symbols Domain Culminating Activities: Teacher Choice L1a "The Home of the President: Washington, D.C." L1b Extension: Saying & 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>Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),</p> <p>Q4 Standards Assessed: All Q1, Q2, Q3 plus: RL.5,RL.9 RI.3, RI.8, RI.9</p> <p>1. How are Kings and Presidents alike/different?</p> <p>2. What characteristic of these Presidents were helpful to them while being</p> | <p>L3b Vocabulary Instructional Activity: Additional L3b Extension: Student Choice</p> |
| 37 | <p>ELA: CKLA Skills 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>ELA: CKLA Domain 12: Presidents and American Symbols L4a "George Washington" (See Pearson: The Mount Rushmore Presidents: L2) L4b Extension: George Washington Timeline</p> | <p>Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard),</p> | |

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| <p>L5a "Thomas Jefferson" (See Pearson: The Mount Rushmore Presidents: L3) L5b No Required Extension</p> <p>Pausing Point: Teacher Choice Required Assessment: George Washington's Life 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>Q4 Standards Assessed: 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>L6b Multiple Meaning Word Activity: Head L5b Syntactic Awareness Activity: Prepositions of Movement (toward, away, to, from)</p> |
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| <p>38</p> <p>ELA: CKLA Skills U10, L26: Review and Assessment U10, L27: Review and Assessment U10, L28: Review and Assessment U10, L29: Review and Assessment Last Day: Assemblies</p> | <p>Q4 Standards Assessed: All Q1, Q2, Q3 plus: RF.1f (Upper & lowercase), RF.2e (full standard), RF.3c (see SM breakdown) WF1a (full standard).</p> | |
| <p>ELA: CKLA Domain 12: Presidents and American Symbols L8a "Barack Obama" L8b Extension: Sayings & 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) Last Day: Assemblies</p> | <p>Q4 Standards Assessed: 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 | | | |
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| Week | Text | Focus Questions | Optional |
| Notes | | | |
| Quarter 1 | | | |
| 1 | ELA: CKLA Skills 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) | |
| | CKLA Domain 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 | ELA: CKLA Skills 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) | |
| | CKLA Domain 1: Fables and Stories L1a "The Boy Who Cried Wolf" L1b Multiple Meaning Word Activity: Company L2a "The Maid and the Milk Pail" L2b Extensions: Somebody Wanted But so Then (Cause/effect) (2B-1) 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 & | Q1 Standards Assessed: RL.1 (who & what ?'s), RL.4, RL.9 RI.1 (who ?'s) 1. What is the moral of each fable? 2. Compare and contrast two fables. Compare setting and characters. | L1b Extension: On Stage L3b Extension: Multiple Meaning Word Activity: Rock L5b Extension: Vocabulary Instructional Activity: Pretend L5b Extension: Syntactic Awareness Activity: Using Articles a & the |
| 3 | ELA: CKLA Skills 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) | |

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| | <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>CKLA Domain 1: Fables and Stories L6a "The Fox and the Grapes" L6b Extension: Saying and Phrases: Sour Grapes & Begin Extension: Drawing Our Favorite Fable (you'll work on this all week) Assessment: Sequencing of Events (6B-2) Pausing Point: Teacher Choice & Assesment: Fables Assessment Part 1 & Part 2 (Pp-1) L7a "The Little Half-Chick (Medio Pollito)" L7b Extension: Drawing the Beginning, Middle, and End & Extension: Sayings & 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 Assessments: Retelling/Sequence (9B-1)</p> | <p>W.3, WF.1a, WF.3e (see SM breakdown)</p> | <p>Q1 Standards Assessed: RL.1 (who & 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)</p> <p>L8b Extension: On Stage</p> <p>L9b: Extension: Writing Another Tale About Peter Rabbit</p> |
| 4 | <p>ELA: CKLA Skills 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>CKLA Domain 1: Fables and Stories L10a "All Stories Are Anansi's" L10b No required Extensions</p> <p>Domain Review: Teacher Choice Flex/ Catch up Domain Assessment Part 1, 2, 3, & 4 Culminating Activities: Teacher Choice</p> | <p>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)</p> | <p>Q1 Standards Assessed: RL.1 (who & 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>ELA: CKLA Skills 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>CKLA Domain 2: Human Body L1a "Everybody Has a Body" L1b Extensions: Know-Wonder-Learn Chart L2a "The Body's Framework" L2b Extension: KWL Chart & Extension: "My Body Systems" Booklet (2B-1) L3a "Marvelous Moving Muscles" L3b Extension: KWL Chart & Extension: "My Body Systems" Booklet L4a "Chew, Swallow, Squeeze and Churn" L4b Extension: KWL Chart & Extension: "My Body Systems" Booklet</p> | <p>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)</p> | <p>Q1 Standards Assessed: RL.1 (who & 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>ELA: CKLA Skills</p> | <p>Q1 Standards Assessed:</p> | | |

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| | <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>CKLA Domain 2: Human Body</p> <p>L5a "The Body's Superhighway"</p> <p>L5b Extension: KWL Chart & Extension: "My Body Systems" Booklet</p> <p>L6a "Control Central: The Brain"</p> <p>L6b Extension: KWL Chart & Extension: "My Body Systems" Booklet</p> <p>Flex/ Catch Up</p> <p>Pausing Point: Teacher Choice &</p> <p>Assessment: Body Systems (PP-1) & 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>Q1 Standards Assessed: RL.1 (who & 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> | |
| 7 | <p>ELA: CKLA Skills</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>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)</p> | |
| | <p>CKLA Domain 2: Human Body</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 & 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, & 3</p> | <p>Q1 Standards Assessed: RL.1 (who & 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> |
| 8 | <p>ELA: CKLA Skills</p> <p>U2, L1: Vowel Digraph 'ee'</p> <p>U2, L2: Tricky Words; Nouns</p> <p>U2, L3: Vowel Digraph 'a_e'</p> <p>U2, L4: Review Vowel Digraphs</p> <p>U2, L5: Tricky Words</p> | <p>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)</p> | |
| | <p>CKLA Domain 2: Human Body & CKLA Domain 3: Different Lands, Similar Stories</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>Flex/ Catch Up</p> <p>L2a "The Girl with the Red Slippers"</p> <p>L2b Extension: Multiple Meaning Word Activity: Duck & Extension: Drawing the Read-Aloud</p> <p>L3a "Billy Beg"</p> <p>L3b Extension: "Which Fairy Tale?" Venn Diagram</p> | <p>Q1 Standards Assessed: RL.1 (who & 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> |
| 9 | <p>ELA: CKLA Skills</p> | <p>Q1 Standards Assessed:</p> | |

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| 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) | |
| | CKLA Domain 3: Different Lands, Similar Stories 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 Flex/ Catch Up L6a "Issun Boshi: One-Inch Boy" L6b Extension: Drawing the Read Alouds | Q1 Standards Assessed: 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 |
| Quarter 2 | | | |
| 10 | ELA: CKLA Skills U2, L10: Nouns U2, L11: Nouns U2, L12: Vowel Digraph 'u_e' U2, L13: Review U2, L14: Tricky Words; Review | Q2 Standards Assessed: 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 | |
| | CKLA Domain 3: Different Lands, Similar Stories Pausing Point: Assessment: Riddles for Core Content (PP-1) 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 | Q2 Standards Assessed: 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 | ELA: CKLA Skills U2, L15: Review U2, L16: Review U2, L17: Review U2, L18: Review/Assessment U2, L19: Review/Assessment | Q2 Standards Assessed: 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 | |
| | CKLA Domain 3: Different Lands, Similar Stories & CKLA Domain 4: Early Wo 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 | Q2 Standards Assessed: 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 | ELA: CKLA Skills Pausing Point U3, L1: Sound /oo/ Spelled 'oo' | Q2 Standards Assessed: All Q1 Standards plus; RF.2a, RF.2b, RF.2c, RF.2d | |

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| | <p>U3, L2: Tricky Word because; Planning a Fictional Narrative U3, L3: Drafting a Fictional Narrative U3, L4: Editing a Fictional Narrative</p> <p>CKLA Domain 4: Early World Civilizations L4a "The Hanging Gardens of Babylon" L4b Extension: Timeline & Civilization Chart (4B-1) Pausing Point: Teacher Choice & Assessment: Civilization Chart (PP-1) L5a "People of the Nile" L5b Extension: Civilizations Chart & Extension: Setting L6a "Writing in Ancient Egypt" L6b Extension: Civilization Chart L7a "Amon-Ra and the Gods of Ancient Egypt" L7b Extension: Civilization Chart & Extension: Vocabulary Instructional Activity: Specific</p> | <p>W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown) L.1, L.1f, g, h, L.2a, L.6</p> <p>Q2 Standards Assessed: 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</p> <p>1. Compare & Contrast Egypt with Mesopotamia (How are hieroglyphs different from cuneiform? How are the gods/goddesses in ancient Egypt same/different than</p> | |
| 13 | <p>ELA: CKLA Skills 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>CKLA Domain 4: Early World Civilizations L8a "Approaching the Great Pyramid" L8b Extension: Pyramids and Ziggurats L9a "The Sphinx" L9b Extension: Pyramids and the Sphinx 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 & Extension: Somebody Wanted But So Then (10B-1) 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) L12a "Tutankhamun, The Golden Pharaoh, Part II" L12b Extension: Class Book</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed: 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</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>L8b Multiple Meaning Word Activity: Steps L9b Syntactic Awareness Activity: Subject pronouns I, you, he, she, we, they</p> |
| 14 | <p>ELA: CKLA Skills 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>CKLA Domain 4: Early World Civilizations Pausing Point : Teacher Choice - May need to finish class book Assessment: Components of Civilizations (PP 2-1) L13a "Three World Religions" L13b Extension: Three Column Chart: Three World Religions (13B-1) L14a "Judaism" L14b Extension: Three Column Chart: Three World Religions (13B-1) L15a "Christianity" L15b Extension: Three Column Chart: Three World Religions (13B-1)</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RF.2a, RF.2b, RF.2c, RF.2d W.4, WF. 2a, b, c, 3a, 3f (see SM breakdown)</p> <p>Q2 Standards Assessed: 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</p> <p>1. How are the 3 World Religions the same and how are they different?</p> | <p>L14b Extension: Domain Related Trade Book L15b Extension: Domain Related Trade Book</p> |

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| 15 | <p>ELA: CKLA Skills U3, L14: Review U3, L15: Sound /aw/ Spelled 'aw'</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RF.2a, RF.2b, RF.2c, RF.2d</p> | |
| | <p>CKLA Domain 4: Early World Civilizations L16a "Islam" L16b Extension: Three Column Chart: Three World Religions (13B-1) Flex/ Catch Up</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RL.1 (who & what?'s), RL.2, RL.3, RL.5, RL.7</p> | L16b Extension: Domain Related Trade Book |
| | | <p>Q2 Standards Assessed: All Q1 standards plus; OA.B3, 1.NBT.A1, 1.NBT.C4, 1.NBT.C5, MD.B3a (Hour & 1/2 Hour)</p> | |
| | <p>Writing Studio Unit 3: Intro to Opinion Writing (D4: Early World Civ) Writing Studio U3 (Intro to Opinion): L7 My Favorite Egyptian Writing Studio U3 (Intro to Opinion): L8 Give & receive feedback from peers to revise writing</p> | <p>1. What do you like better? Why? (Comparing two things)</p> | |
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| 16 | <p>ELA: CKLA Skills U3, L16: Review U3, L17: Review U3, L18: Review U3, L19: Word Recognition and Story Comprehension Assessments Pausing Point</p> | <p>Q2 Standards Assessed: 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>CKLA Domain 4: Early World Civilizations & CKLA Domain 5: Early American Civilizations Domain Review: Teacher Choice Domain Assessment: Part 1, 2, 3 & 4 Culminating Activities: Teacher Choice</p> | <p>Q2 Standards Assessed: 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,</p> | |
| | <p>L1a "The Maya: A Harvest and a Hurricane" L1b Extension: Saying and Phrases: The More the Merrier & 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 & Timeline</p> | | L2b Extension: Multiple Meaning Word Activity: Strained |
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| 17 | <p>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>CKLA Domain 5: Early American Civilizations L3a "The Maya: King Pakal's Tomb" L3b Extension: Civilization Chart & Extension: Interactive Illustrations L4a "The Maya: The Festival of the First Star" L4b Extension: Civilization Chart Pausing Point: Teacher Choice Assessment: Make Your Own Civilization Chart (PP-1)</p> | <p>Q2 Standards Assessed: 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</p> | L4b Extension: Draw the Read Aloud |
| | <p>L5a "The Aztec: The Legend of the Eagle and the Serpent" L5b Extension: Civilization Chart & Assessment: Sequencing the Story (5B-1) L6a "The Aztec: The Floating Gardens of Xochimilco" L6b Extension: Civilization Chart</p> | <p>1. Would you rather visit the Maya or Aztecs (Opinion)? Why? (You will want students to list reasons)</p> | L6b Extension: Multiple Meaning Word Activity: Wing |
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| 18 | <p>ELA: CKLA Skills U4, L6: Review U4, L7: Sound /or/ Spelled 'or'; Two-Syllable Words Flex/Catch up U4, L8: Tricky Words yesterday, today, tomorrow U4, L9: : Review and Practice</p> | <p>Q2 Standards Assessed: 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>CKLA Domain 5: Early American Civilizations L7a "The Aztec: In the Palace of an Emperor" L7a Extension: Civilization Chart & Timeline L8a "The Aztec: Cortes's Letter" L8b Extension: Civilization Chart & Assessment: Making Your Own Chart (PP-1) Flex/ Catch up/ You can do any Pearson Early Civ that is not included in the map such as L7 & L8 L9a "The Inca: Who Were the Inca" L9b Extension: The Legend of Viracocha & Extension: Civilization Chart & Timeline L10a "The Inca: The Runner" L10b Extension: Survival in the Andes: The Tacla & Extension: Civilization Chart</p> | <p>Q2 Standards Assessed: 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. 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>ELA: CKLA Skills U4, L10: Review U4, L11: Review U4, L12: Review U4, L13: Identifying Past-, Present-, and Future-Tense Verbs U4, L14: Review</p> | <p>Q2 Standards Assessed: 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>CKLA Domain 5: Early American Civilizations L11a "The Inca: Machu Picchu—A Lucky Discovery" L11b Extension: Civilization Chart & Assessment: Individual Civilization Chart (PP-1) Domain Review: Teacher Choice Flex/ Catch Up Domain Assessment: Part 1 & 2 Culminating Activities: Teacher Choice</p> | <p>Q2 Standards Assessed: 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. Which civilization would you like to visit, Maya, Aztecs or Incas? (Supply</p> | <p>L11b Vocabulary Instructional Activity: Culture</p> |
| Quarter 3 | | | |
| 20 | <p>ELA: CKLA Skills U4, L15: Review U4, L16: Review U4, L17: Adjectives U4, L18: Review and Practice U4, L19: Review</p> | <p>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown),</p> | |
| | <p>CKLA Domain 6: Astronomy 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 & Extension: Sayings and Phrases: AM & PM L3a "Stars" L3b Extension: Astronomy Journals</p> | <p>Q3 Standards Assessed: 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</p> | <p>L1b Multiple Meaning Word Activty: Space</p> <p>L2b Extension: Poetry Read-Aloud</p> <p>L3b Extension: Poetry Read-Aloud</p> |

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| | 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 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown), | |
| | CKLA Domain 6: Astronomy Pausing Point: Teacher Choice Assessment: The Earth, Sun, and Moon (PP-1) 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 | Q3 Standards Assessed: 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 | ELA: CKLA Skills U4, L25: End-of-Unit Assessment U4, L26: Mid-Year Assessment U4, L27: Mid-Year Assessment U4, L28: Mid-Year Assessment | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, | |
| | CKLA Domain 7: The History of the Earth Domain Review: Teacher Choice Domain Assessment: Part 1 & 2 Domain Culminating Activities: Teacher Choice L1a "Our Home, Earth" L1a Extension: Multiple Meaning Word Activity: Stick & Extension: Draw Read-Aloud | Q3 Standards Assessed: 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 | ELA: CKLA Skills Pausing Point Flex/Catch up U5, L1: Spelling Alternatives 'p' and 'pp' for /p/ U5, L2: Tricky Word how U5, L3: Spelling Alternatives 'b' and 'bb' for /b/ | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown), | |
| | CKLA Domain 7: The History of the Earth 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) | Q3 Standards Assessed: 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 | L2b Vocabulary Instructional Activity: Varies L3b Syntactic Awareness Activity: Conjunction <i>and</i> |

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| | 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 | ELA: CKLA Skills 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/ | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown), | |
| | CKLA Domain 7: The History of the Earth 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 Domain Assessment: Part 1, 2, & 3 | Q3 Standards Assessed: 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 | ELA: CKLA Skills 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/ | Q3 Standards Assessed: 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), | |
| | CKLA Domain 8: Animals & Habitats 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 | Q3 Standards Assessed: 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 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown), | |
| | CKLA Domain 8: Animals & Habitats 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 | Q3 Standards Assessed: 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> |

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| | 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 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, WF.2a (see SM breakdown), | |
| | CKLA Domain 8: Animals & Habitats L8a "Animals of the Saltwater Habitat" L8b Extension: Habitat Review L9a "Habitat Destruction and Endangered Species" L9b Extension: Brainstorming Links Domain Review: Teacher Choice Domain Assessment: Part 1 & 2 Culminating Activities: Teacher Choice | Q3 Standards Assessed: 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 | ELA: CKLA Skills Pausing Point Flex/Catch Up 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.1a, RF.3e, RF.3f (see SM breakdown) W.1, W.2, | |
| | CKLA Domain 9: Fairy Tales 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 Flex/ Catch Up | Q3 Standards Assessed: 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 |
| Quarter 4 | | | |
| 29 | ELA: CKLA Skills 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 Flex/ Catch Up | Q4 Standards Assessed: 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 | Q4 Standards Assessed: 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 |

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| | 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 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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), | |
| | CKLA Domain 9: Fairy Tales 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 Domain Assessment: Part 1 & 2 Culminating Activities: Teacher Choice | Q4 Standards Assessed: 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 | ELA: CKLA Skills U6, L13: Review and Practice U6, L14: Review and Practice Flex/Catch Up U6, L15: Review and Practice U6, L16: Spelling Alternative 'wh' for /w/ | Q4 Standards Assessed: 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), | |
| | CKLA Domain 10: A New Nation L1a "The New World" L1b Extension: Timeline & Extension: Working with Maps (1B-1) Flex/ Catch Up 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 | Q4 Standards Assessed: All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), 1. What events/issues led to the Boston Tea Party? | L2b Multiple Meaning Word Activity: Stamps L3b Extension: Somebody Wanted But So Then |
| 32 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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), | |
| | CKLA Domain 10: A New Nation L5a "The Legend of Betsy Ross" L5b Extension: Timeline & Extension: The Original Flag (5B-1) Pausing Point: Teacher Choice Assessment: Timeline Activity (PP-1) Early Release No Lesson | Q4 Standards Assessed: All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6 | |

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| | 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 | ELA: CKLA Skills U6, L22: Review and Practice U6, L23: Tricky Word cow U6, L24: Assessment U6, L25: Assessment | Q4 Standards Assessed: All Q1, Q2, & Q3 standards plus; RF.3c, RF.3d, RF.3f (see SM breakdown) WF.2a (see SM breakdown), | |
| | CKLA Domain 10: A New Nation 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 | Q4 Standards Assessed: 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 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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), | |
| | CKLA Domain 10: A New Nation 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 Domain Assessment: Part 1, 2, & 3 Culminating Activities: Teacher Choice | Q4 Standards Assessed: 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 symolize? | L12b Vocabulary Instructional Activity: Revolution L12b Domain Review |
| 35 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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), | |
| | CKLA Domain 11: Frontier Explorers 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) | Q4 Standards Assessed: 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 |

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| | L4a "The Louisiana Purchase" L4b Extension: The Louisiana Purchase Puzzle (4B-1) | Presidents? | L4b Multiple Meaning Word Activity: Letter |
| 36 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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), | |
| | CKLA Domain 11: Frontier Explorers 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 | Q4 Standards Assessed: 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 |
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| 37 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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), | |
| | CKLA Domain 11: Frontier Explorers L9a "Red Cedars and Grizzly Bears" L9b Extension: Tracking Lewis and Clark and the Corps of Discovery (3B-1) & Extension: Class Journal 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 | Q4 Standards Assessed: All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6 | L10b Extension: Sacagawea and the Dollar Coin |
| | L11a "To the Pacific and Back" L11b Extension: Class Journal Domain Review: Teacher Choice | 1. What character had the most influence on the success of the expedition? How? Why? | |
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| 38 | ELA: CKLA Skills U7, L20: End-of-Year Assessment U7, L21: End-of-Year Assessment Pausing Point Flex/Catch Up Last Day: Assemblies | Q4 Standards Assessed: 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), | |
| | CKLA Domain 11: Frontier Explorers Domain Assessment: Part 1, 2, & 3 Culminating Activities: Teacher Choice Flex/ Catch Up Flex/ Catch Up Last Day: Assemblies | Q4 Standards Assessed: All Q1, Q2, & Q3 standards plus; RL.1 (full standard) RI.1 (full standard), RI.6 | |
| | | 1. What character had the most influence | |
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| 2nd Grade Curriculum Map 18-19 | | | |
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| Week | Text | Focus Questions | Optional |
| Notes | | | |
| Quarter 1 | | | |
| 1 | <p>ELA: CKLA Skills 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/</p> <p>CKLA Domain 1: Fairy Tales 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</p> | <p>Q1 Standards Assessed: 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>CKLA Domain 1: Fairy Tales 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</p> | <p>Q1 Standards Assessed: 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 central message, lesson or moral) Discuss: Should we judge characters</p> | L2b Extension: On Stage |
| 2 | <p>ELA: CKLA Skills 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"</p> <p>CKLA Domain 1: Fairy Tales L3a "Beauty and the Beast, Part I" L3b Extension: Assessment - Which Happened First? (1B-1) 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 Required Assessment: Elements of Fairy Tales (PP-1) 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) L6b Extension: Assessment - Fact or Exaggeration (6B-1)</p> | <p>Q1 Standards Assessed: 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>CKLA Domain 1: Fairy Tales L3a "Beauty and the Beast, Part I" L3b Extension: Assessment - Which Happened First? (1B-1) 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 Required Assessment: Elements of Fairy Tales (PP-1) 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) L6b Extension: Assessment - Fact or Exaggeration (6B-1)</p> | <p>1. Compare and Contrast two tall tales. 2. How can you tell if a story is fantasy or realistic text? (Discuss characteristics of tall tales)</p> | L4b Multiple Meaning Word Activity: Tunes L4b Extension: Domain-Related Trade Book L6b Extension: Drawing an Exaggeration |
| 3 | <p>ELA: CKLA Skills 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'</p> | <p>Q1 Standards Assessed: 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> | |

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| | <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>breakdown) L.2d, L.5b</p> | |
| | <p>CKLA Domain 1: Fairy Tales</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 Reivew: Teacher Choice</p> <p>Domain Assessment: Part 1, 2, & 3</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>1. Compare and Contrast two tall tales.</p> <p>2. How can you tell if a story is fantasy or realistic 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>ELA: CKLA Skills</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>Q1 Standards Assessed: 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>CKLA Domain 1: Fairy Tales & Domain 2: Early Asian Civilizations</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>Flex/ Catch up</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>1. Compare and Contrast 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>ELA: CKLA Skills</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>Q1 Standards Assessed: 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>Domain 2: Early Asian Civilizations</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>1. What is the central message of the folktale?</p> <p>2. Who do hear about in today's read-aloud.</p> | |

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| | <p>L7a “Buddhists and Buddhism” L7b Extension: Civilization Chart (2B-1)</p> <p>Pausing Point: Teacher Choice Required Assessment -The Early Indian Civilization (PP-1)</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>ELA: CKLA Skills 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>Domain 2: Early Asian Civilizations 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) Flex/ Catch up 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 & 11B-2)</p> | <p>Q1 Standards Assessed: 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. Compare farming in Ancient China with farming in Ancient India. 2. Compare Chinese writing with written English.</p> | <p>L9b Extension: Bookmakers L11b Extension: Student Choice</p> |
| 7 | <p>ELA: CKLA Skills 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>Domain 2: Early Asian Civilizations 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 Domain Assessment: Part 1, 2, & 3</p> | <p>Q1 Standards Assessed: 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 felt 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>ELA: CKLA Skills U2, L11: Basic Code Review /or/ and /ar/ Flex/Catch Up Flex/Catch Up U2, L12: Writing a Narrative—Planning U2, L13 Writing a Narrative—Editing; Antonyms</p> <p>CKLA Domain 2: Early Asian Civilizations & 3: Ancient Greek Civilizations</p> | <p>Q1 Standards Assessed: 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> | |

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| | <p>Culminating Activities: Teacher Choice L1a "The Ancient Greeks" L1b Extension: Civilization Chart (1B-1) Flex/ Catch up 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. Compare and contrast the characteristics and powers of the gods and goddesses fo the ancient Greeks. 2. Make predictions and then compare to the actual outcome in the text.</p> | <p>L1b Extension: Drawing the Read-Aloud</p> |
| 9 | <p>ELA: CKLA Skills U2, L14: Writing a Narrative—Editing; Antonyms U2, L15: Antonyms, Review U2, L16: Unit Assessment for Grammar and Writing Pausing Point</p> <p>CKLA Domain 3: Ancient Greek Civilizations 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) Flex/Catch up (Could do SF, L3 & flood experiment if desired) L6a "Athens and the Olive Tree" L6b Extension: Civilization Chart (1B-1) L6b Extension: The Parthenon</p> | <p>Q1 Standards Assessed: 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. Compare and contrast the characteristics and powers of the gods and goddesses fo the ancient Greeks. 2. Make predictions 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> |
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| 10 | <p>ELA: CKLA Skills Flex/Catch Up (Culture Day- Review Procedures and Rouines) 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'</p> <p>CKLA Domain 3: Ancient Greek Civilizations L7a "Athens: The Birthplace of Democracy" L7b Extension: Civilization Chart (1B-1) L7b Extension: Choosing a Government Pausing Point: Teacher Choice Required Assessment: Venn Diagram (PP-1) 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>Q2 Standards Assessed: 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>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8</p> <p>1. What are the contributions from other civilizations that we still use today? (Compare & Contrast)</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 & 2 of Writing Studio - so you do not have to do this Extension)</p> |
| 11 | <p>ELA: CKLA Skills 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>Q2 Standards Assessed: All Q1 Standards plus; RF.3b, RF.3c, RF.3d (-ing, -ed, -s, -es),</p> | |

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| | U3, L8: Spelling Alternative for /oe/: 'o'; Tricky Spelling 'o' U3, L9: Spelling Alternatives Review; Tricky Spelling 'o' | RF.3e (see SM breakdown), RF.3f (see SM breakdown) | |
| | CKLA Domain 3: Ancient Greek Civilizations L11a "Alexander the Great, Part I" L11b Extension: Civilization Chart (1B-1) 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, & 4 Culminating Activities: Teacher Choice | Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8 1. What are the contributions from other civilizations that we still use today? (Compare & Contrast) | L10b Extension: Writing a Fictional Narrative: Draft (Fictional Narratives are addressed in Unit 1 & 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 & 2 of Writing Studio - so you do not have to do this Extension) |
| 12 | ELA: CKLA Skills 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 | Q2 Standards Assessed: All Q1 Standards plus; RF.3b, RF.3c, RF.3d (-ing, -ed, -s, -es), RF.3e (see SM breakdown), RF.3f (see SM breakdown) | |
| | CKLA Domain 4: Greek Myths 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) 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) | Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8 1. Compare/Contrast gods & goddesses. 2. How were the gods and goddesses similar/different to humans? | L3b Extension: Multiple Meaning Word Activity: Pine L4b Extension: Spin a Story L4b Extension: Vocabulary Instructional Activity: Features |
| 13 | ELA: CKLA Skills 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' | Q2 Standards Assessed: All Q1 Standards plus; RF.3b, RF.3c, RF.3d (-ing, -ed, -s, -es), RF.3e (see SM breakdown), RF.3f (see SM breakdown) | |
| | CKLA Domain 4: Greek Myths 6 "Daedalus and Icarus" L6b Extension: Greek Myths Journal (6B-1) L6b Extension: Sayings and Phrases: Cold Feet Pausing Point: Teacher Choice Required Assessment: Sequencing the Read-Aloud (PP-1) L7a "Hercules" L7b Extension: Greek Myths Journal (7B-1) L7b Extension: Character, Setting, Plot (7B-2) | Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8 | L6b Extension: Syntactic Awareness Activity: Adjectives |

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| | <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 heroes? What events helped you decide who the hero is? **</p> | |
| 14 | <p>ELA: CKLA Skills 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>CKLA Domain 4: Greek Myths 10 "Atalanta and the Golden Apples" 10b Extension: Greek Myths Journal (9B-1) Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3 Culminating Activities: Teacher Choice</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RF.3b, RF.3c, RF.3d (-ing, -ed, -s, -es), RF.3e (see SM breakdown),</p> <p>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8</p> | |
| 15 | <p>ELA: CKLA Skills U3, L24: Writing a Personal Narrative: Editing U3, L25: Student Performance Task Assessment</p> <p>CKLA Domain 5: The War of 1812 L1a "America in 1812, Part 1" L1b Extension: Portrait of America in 1812 (1B-1) L2a "America in 1812, Part 2" L2b Extension: Portrait of America in 1812 (2B-3) L2b Extension: Assessment - Write and Present a Persuasive Speech (2B-1 & 2B-2)** You may want to continue this during</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RF.3b, RF.3c,</p> <p>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8</p> <p>1. What connections can you make between two historical events? (Such as</p> | L1b Extension: Domain-Related Trade Book |
| 16 | <p>ELA: CKLA Skills 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>CKLA Domain 5: The War of 1812 L3a "Mr and Mrs. Madison" L3b Extension: Syntactic Awareness Activity: Suffixes L3b Extension: Mr. & 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" The Star Spangled Banner You-Tube Recording</p> | <p>Q2 Standards Assessed: 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>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8</p> <p>1. What connections can you make between two historical events? (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>Optional Assessment: Write and Present a Persuasive Speech (2B-2) 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> |

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| 17 | <p>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>CKLA Domain 5: The War of 1812 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 Reivew: Teacher Choice Domain Assessment: Part 1, 2, 3, & 4 Culminating Activities: Teacher Choice</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8</p> <p>1. What connections can you make between two historical events? (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" The Battle of New Orleans YouTube Song L8b Extension: Portrait of America in 1812 (8B-1)</p> |
| 18 | <p>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>CKLA Domain 6: Cycles of Nature 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 & the Seasons (Continue Seasons Chart in introduction) Catch Up & 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>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & where), RI.6, RI.7, RI.8</p> <p>1. What is the connection between the Earth's rotation and ____? (Such as earth's rotation compared to day & 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>ELA: CKLA Skills 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>Q2 Standards Assessed: 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>CKLA Domain 6: Cycles of Nature 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 Required Assessment: Sequencing the Life cylce of a Plant (PP-1) Flex/ Catch up</p> | <p>Q2 Standards Assessed: All Q1 Standards plus; RL.2, RL.5, RI.1 (who & 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> | |

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| | 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 |
| Quarter 3 | | | |
| 20 | ELA: CKLA Skills Flex/Catch Up 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 | Q3 Standards Assessed: 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, L4b, L.4d | |
| | CKLA Domain 6: Cycles of Nature 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 | Q3 Standards Assessed: 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????? |
| 21 | ELA: CKLA Skills U4, L21: Spelling Alternative for /aw/: 'a' + 'l' U4, L22: Assessment U4, L23: Assessment and Small Group Activities U4, L24: Assessment and Small Group Activities U4, L25: Assessment and Small Group Activities | Q3 Standards Assessed: 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, L4b, L.4d | |
| | CKLA Domain 7: Westward Expansion 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) Flex/Catch up 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) | Q3 Standards Assessed: 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) The Erie Canal YouTube Song L4b Extension: Vocabulary Instructional Activity: Communicate |
| 22 | ELA: CKLA Skills 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b | |
| | CKLA Domain 7: Westward Expansion | | |

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| | <p>L5a "The Trail of Tears" L5b Extension: Timeline L5b Extension: Westward Expansion Quilt (5B-1) Pausing Point: Teacher Choice Required Assessment: Westward Expansion (PP-1) 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>Q3 Standards Assessed: All Q1 & 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> |
| 23 | <p>ELA: CKLA Skills 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>CKLA Domain 7: Westward Expansion L8a "Working on the Transcontinental Railroad" L8b Extension: Timeline L8b Extension: Syntactic Awareness Activity: Prefixes L9a "The Buffalo Hunters" L9b Extension: Westward Expansion Quilt (9B-1 & 9B-2) Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3 Culminating Activities: Teacher Choice</p> | <p>Q3 Standards Assessed: 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, L4b, L.4d</p> <p>Q3 Standards Assessed: All Q1 & 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> |
| 24 | <p>ELA: CKLA Skills U5, L9: Spelling Alternatives for /ə/: 'a', 'e'; Compound Subject and Predicate Flex/Catch Up 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>CKLA Domain 8: Insects 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 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>Q3 Standards Assessed: 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, L4b, L.4d</p> <p>Q3 Standards Assessed: All Q1 & 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> |
| 25 | <p>ELA: CKLA Skills 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>Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b</p> | |

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| | U5, L17: Introduce Changing Verb Tense; Writing New Ending to a Story | L.1a, L.1d, L.1e, L.2b, L.2e, L.4a, L4b, L.4d | |
| | CKLA Domain 8: Insects 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 & 6B-1) L7a "Armored Tanks of the Insect World" L7b Extension: Insects Journal L7b Extension; Writing an Informational Narrative: Draft, Part 2 (5B-1 & 6B-1) L8a "Friend or Foe?" L8b Extension: Writing an Informational Narrative: Edit (5B-1, 6B-1, & 6B-2) Domain Review: Teacher Choice | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RL.3, RL.7, RI.4, RI.5 1. Select two insects and find how they are alike and different? | L6b Extension: Syntactic Awareness Activity: Adverbs L8b Extension: Multiple Meaning Word Activity: Bug |
| 26 | ELA: CKLA Skills 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' | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b | |
| | CKLA Domain 8: Insects & Domain 9: The US Civil War Domain Assessment: Part 1 & 2 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 | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RL.3, RL.7, RI.4, RI.5 1. What are the differences/similarities of the North/South? 2. Compare two individuals in the Civil War. | L2b Extension: Songs: "Follow the Drinking Gourd" (2B-2) |
| 27 | ELA: CKLA Skills U5, L22: Tricky Spelling 'e' Flex/Catch Up Flex/Catch Up U5, L23: Tricky Spelling 'o' U5, L24: Tricky Spelling 'o e' | Q3 Standards Assessed: 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, L4b, L.4d | |
| | CKLA Domain 9: The US Civil War L3a "The Controversy Over Slavery" L3b Extension: The North and South T-Chart L3b Extension: Civil War Journal (3B-2) 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) | Q3 Standards Assessed: All Q1 & Q2 Standards plus; RL.3, RL.7, RI.4, RI.5 1. What are the differences/similarities of the North/South? 2. Compare two individuals in the Civil War. | L3b Extension: Domain-Related Trade Book L4b Extension: Image Review (make sure to have students respond using more complex language and vocabulary) L4b Extension: Vocabulary Instructional Activity: Issue L5b Extension: Civil War Journal (5B-2) |
| 28 | ELA: CKLA Skills | Q3 Standards Assessed: | |

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| | <p>U5, L25: Tricky Spelling 'ou' Flex/Catch Up U5, L26: Unit Assessment U5, L27: Unit Assessment</p> | <p>All Q1 & Q2 Standards plus; RF.3e (see SM breakdown), RF.3f (see SM breakdown) W.2, WF.3a, WF.3b</p> | |
| | <p>CKLA Domain 9: The US Civil War 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) Flex/Catch up</p> | <p>Q3 Standards Assessed: All Q1 & 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> |
| Quarter 4 | | | |
| 29 | <p>ELA: CKLA Skills Flex/Catch Up U5, L28: Individual Assessment U5, L29: Individual Assessment U5, L20: Individual Assessment Pausing Point</p> | <p>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 9: The US Civil War 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 Domain Assessment: Part 1, 2, & 3</p> | <p>Q4 Standards Assessed: All Q1, Q2, & 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>ELA: CKLA Skills U6, L1: Spelling Alternative for /ff/: 'ph' U6, L2: Spelling Alternative for /ff/: '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>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 10: The Human Body 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>Q4 Standards Assessed: All Q1, Q2, & 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> |

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| <p>31</p> | <p>ELA: CKLA Skills U6, L6: Spelling Alternatives for /er/ U6, L7: Read-Aloud: "America in 1812, Part II"; Introduce Adverbs Flex/Catch Up U6, L8: Spelling Alternatives for /er/: 'ar' and 'or' . U6, L9: Adverbs</p> | <p>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 10: The Human Body 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>Q4 Standards Assessed: All Q1, Q2, & 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>1. What connection can you make between good nutrients and good health?</p> | <p>L8b Extension: Multiple Meaning Word Activity: Skip</p> |
| <p>32</p> | <p>ELA: CKLA Skills U6, L10: Introduce Complete vs. Incomplete Sentences U6, L11: Tricky Words: imagine, soldier, Washington; Spelling Alternatives for /k/. Flex/Catch up U6, L12: Close Reading: The War Starts; Introduce Run-On Sentences U6, L13: Tricky Word: iron; Tricky Spelling 'i'</p> | <p>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 10: The Human Body 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 Domain Assessment: Part 1, 2, 3, & 4 Domain Culminating Activities: Teacher Choice L1a "E Pluribus Unum" L1b Extension: E Pluribus Unum Puzzle (1B-1)</p> | <p>Q4 Standards Assessed: All Q1, Q2, & 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> |
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| <p>33</p> | <p>ELA: CKLA Skills 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>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 11: Immigration 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>Q4 Standards Assessed: All Q1, Q2, & 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> |

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| | L5a "Gold Mountain" L5b Extension: Sayings and Phrases: Turn Over a New Leaf L5b Extension: E Pluribus Unum Puzzle (5B-1) | 2. Have you been impacted by immigration or emmigration? | |
| 34 | ELA: CKLA Skills U6, L18: Building Sentences U6, L19: Tricky Word: Fort McHenry; Spelling Alternatives for /a/ 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 | Q4 Standards Assessed: 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 | |
| | CKLA Domain 11: Immigration L6a "A Land of Opportunity" L6b Extension: E Pluribus Unum Puzzle (6B-1) Pausing Point: Teacher Choice Required Assessment: Push and Pull Factors (PP-1, PP-3) Required Assessment: Map Work (PP-4) 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 | Q4 Standards Assessed: 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 | ELA: CKLA Skills 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 | Q4 Standards Assessed: 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 | |
| | CKLA Domain 11: Immigration L10a "Immigration and Citizenship" L10b Extension: E Pluribus Unum Puzzle L10b Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3 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 | Q4 Standards Assessed: 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 | ELA: CKLA Skills U6, L28: Organizing a Paragraph U6, L29: Report Writing U6, L30: Topic and Irrelevant Sentences U6, L31: Report Writing U6, L32: Report Writing | Q4 Standards Assessed: 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 | |
| | CKLA Domain 12: Fighting for a Cause 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 | Q4 Standards Assessed: 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) |

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| | <p>Flex/Catch up 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 & 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 & 4B-1) L4b Extension: Multiple Meaning Word Activity: Pool L5b Extension: Make a Scene</p> |
| 37 | <p>ELA: CKLA Skills U6, L33: End-of-Year Assessment; Report Writing Flex/Catch Up Flex/Catch Up U6, L34: End-of-Year Assessment; Report Writing U6, L35: End-of-Year Assessment; Report Writing</p> | <p>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 12: Fighting for a Cause Pausing Point: Teacher Choice Required Assessment: Match the Activites with the Achievement (PP-1) L6a "Rosa Parks: The Mother of the Civil Rights Movement" L6b Extension: Timeline L6b Extension: Free Verse Writing (2B-1 & 6B-1) Flex/Catch up L7a "Martin Luther King Jr.: Defender of the Dream" L7b Extension: Timeline L7b Extension: Free Verse Writing (2B-1 & 7B-1) L8a "Cesar Chavez: Protector of Workers' Rights" L8b Extension: Timeline L8b Syntactic Awareness Activity: Conversations L8b Venn Diagram</p> | <p>Q4 Standards Assessed: All Q1, Q2, & 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 L8b Extension: Free Verse Writing (2B-1 & 8B-1)</p> |
| 38 | <p>ELA: CKLA Skills U6, L36: End-of-Year Assessment; Report Writing Pausing Point (Finish End-of-Year Assessment; Report Writing) Flex/Catch Up with all EOY Assessments Flex/Catch Up Last Day: Assemblies</p> | <p>Q4 Standards Assessed: 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</p> | |
| | <p>CKLA Domain 12: Fighting for a Cause L9a "Celebrating Those Who Fought for a Cause" L9b Extension: Free Verse: Editing and Publisheing (9B-1) Domain Review: Teacher Choice Domain Assessment: Part 1, 2, & 3 Culminating Activities: Teacher Choice Last Day: Assemblies</p> | <p>Q4 Standards Assessed: All Q1, Q2, & 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 | | | |
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| Week | Text | Focus Questions | Optional |
| Notes | Bolded ELA, Science, and History Focus questions can be used as end of unit writing assignments/assessments. | | |
| Quarter 1 | | | |
| 1 | <p>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.</p> | <p>How are the themes of "Fox and the Crow and "Auac and Lamiran" similar and different? Q1 Standards Assessed: RL 3.1,3.3,3.9 RI 3.3,3.5,3.7 W 3.1a</p> | <p>Novel: Choose a Roald Dahl novel OR The Chocolate Touch (anytime during Q1)</p> |
| 2 | <p>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</p> | <p>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.</p> <p>How are Rat, Mole and Mr. Toad similar? How are they different?</p> | <p>NewsELA current events (ongoing throughout the year)</p> |
| 3 | <p>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</p> | <p>What are the four themes represented in the read aloud and what is an example of each from the read aloud?</p> <p>How are Rat, Mole and Mr. Toad similar? How are they different?</p> | |
| 4 | <p>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</p> | <p>What are the elements of an opinion paragraph? How will you use them to write your opinion about a character?</p> <p>How are Rat, Mole and Mr. Toad similar? How are they different?</p> | |
| 5 | <p>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?</p> | <p>What are text features? How can you use them to find information in the text?</p> <p>How are animals similar? How are animals different? How do these similarities and differences help animals survive in their habitats?</p> | |
| 6 | <p>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 Vetebrates Day 5- Lesson 9, Reptiles</p> | <p>What are the elements of a reflection paragraph? How can I use that information to write a reflection about a certain type of animal?</p> <p>How are animals similar? How are animals different? How do these similarities and differences help animals survive in their habitats?</p> | |
| 7 | <p>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.</p> | <p>How do I know what is the key information in a text? How do I determine which information to record about animals?</p> <p>How are animals similar? How are animals different? How do these similarities and differences help animals survive in their habitats?</p> | |

| 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>What are examples of axial bones and apendicular bones? How do they support our body functions?</p> <p>What are the different systems of the human body and why are they important?</p> | <p>New Science Standard (3.L1U1.5) Obtain, evaluate, and communicate how the human body has different systems that carry out life processes. Activity write an informational paragraph/essay comparing the different systems of the human body.</p> |
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| 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>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?</p> <p>What are the different systems of the human body and why are they important?</p> | <p>New Science Standard (3.L1U1.5) Obtain, evaluate, and communicate how the human body has different systems that carry out life processes. Activity write an informational paragraph/essay comparing the different systems of the human body.</p> |
| Quarter 2 | | | |
| Week | Text | Focus Questions | Optional |
| 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>What are the different systems of the human body and why are they important?</p> <p>Q2 Standards Assessed: All Q1 Standards plus RI 3.4,3.6,3.9 RL6 L.3.1b W 3.1b</p> | <p>New Science Standard (3.L1U1.5) Obtain, evaluate, and communicate how the human body has different systems that carry out life processes. Activity 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 Day 2- Unit Assessment (Lesson 14) 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>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.</p> | <p>Novel: Gangsta Granny OR The Wild Robot OR Bunnicula (anytime during Q2)</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>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.</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>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.</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 & 2 Day 4- Lesson 15, Roman Detectives: Cases 3 & 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>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.</p> | |

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| 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? 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. | New Science standard (3.P4U1.3) Construct an explanation of how light and sound waves transfer energy. Activity 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? 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. | New Science standard (3.P4U1.3) Construct an explanation of how light and sound waves transfer energy. Activity 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? 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. | New Science standard (3.P4U1.3) Construct an explanation of how light and sound waves transfer energy. Activity 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, Unit Assessment portion of Lesson 14, can be done during week 19 if needed 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? 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. | New Science standard (3.P4U1.3) Construct an explanation of how light and sound waves transfer energy. Activity 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? 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. | |
| Quarter 3 | | | |
| Week | Text | Focus Questions | Optional |
| 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 Mid-year assessment (Lessons 1-5) | What are good test taking strategies and how can I apply them to the Mid-Year Assessments? 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. Q3 Standards Assessed: All Q1 & Q2 Standards plus RL 3.2,3.4,3.5,3.7 RI 3.2,3.8 I 3.1d W3.1d | Listen, My Children (Core knowledge poems for third grade). Exposure to poetry for RL4,5 |

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| 21 | <p>ELA- Viking Age CKLA Unit 6: Day 1- Lesson 4, Stolen Thunder, Mid year Assessment (Lessons 1-5) 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 decription? How can I include those elements to write a description of a character in Norse Mythology?</p> <p>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.</p> | <p>Novel: Choose a Series to start; Harry Potter, Percy Jackson, OR Gregor the Overlander (anytime during Q3 and continuing into Q4).</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>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.</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>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</p> | <p>New Science Standard (3.E1U1.4) Construct an explanation describing how the Sun is the primary source of energy for the Earth. Activity 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>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</p> | <p>New Science stanadard (3.E1U1.4) Construct an explanation describing how the Sun is the primary source of energy for the Earth. Activity 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>What is a script? How can I use that information to write a narrative script about Nicolaus Copernicus?</p> <p>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</p> | <p>New Science stanadard (3.E1U1.4) Construct an explanation describing how the Sun is the primary source of energy for the Earth. Activity 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>What are transitional and sequencing words? How do you use them when writing an informational paragraph?</p> <p>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</p> | <p>New Science stanadard (3.E1U1.4) Construct an explanation describing how the Sun is the primary source of energy for the Earth. Activity 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>How can I use the writing process to write and informative piece about the day in the life of an astronaut aboard the International Space Station?</p> <p>Which objects in our Solar system are the most important for our life on Earth? Support your answer with details from the text.</p> | |

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| 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, skip speaking/listening portion- audio recordings are unavailable. 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> | |
| Quarter 4 | | | |
| 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>Q4 Standards Assessed: All Standards</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- Unit Assessment (Lesson 13) 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- Lesson 14, Unit Assessment 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> | |

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| <p>36</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>What are the steps in editing and revising a narrative? How can I use them to publish a narrative story?</p> <p>Why did people come to North America and what challenges did they face in establishing colonies?</p> | <p>CKLA Unit 11 Ecology if your schedule permits.</p> |
| <p>37</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>How do you conduct research? How can you use research to write a narrative about life in the thirteen colonies?</p> <p>Why did people come to North America and what challenges did they face in establishing colonies?</p> | |
| <p>38</p> | <p>ELA- Colonial America CKLA Unit 10: Day 1- Lesson 15, the road to revolution part 2 Day 2- Lesson 16 Unit Assessment Days 3-5 Flex/Catch up as needed</p> | <p>What test taking strategies can I use to be successful on the Unit Assessment?</p> <p>Why did people come to North America and what challenges did they face in establishing colonies?</p> | |

| 4th Grade Curriculum map 18-19 | | | |
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| Week | Text | Focus Questions | Optional |
| Notes | Bolded ELA, Science, and History Focus questions can be used as end of unit writing assignments/assessments. | | |
| 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? Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e | 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? Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e If you were Mary's friend, how would you help her cope with her dad leaving? | NewsELA current events (ongoing throughout the year) |
| 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? Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e 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? Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e 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- Beginning of Year Assessment (may take more than 1 day) Day 2 Performance coach lesson 13 writing assignment Day 3 & 4 Catch up as needed | Which event in your life has been the most significant and why? Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e | |
| 6 | ELA-Middle Ages CKLA Unit 2 TG Day 1- Lesson 1, Welcome to the Middle Ages Day 2- Lesson 2, To the Manor Born & 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. Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e 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. Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e What advice would you give the English soldiers before the battle of Hastings and why? | Performance Coach Lesson 7 Historical Texts |

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| 8 | <p>ELA-Middle Ages CKLA Unit 2 TG Day 1 -Lesson 11and 12, Henry II and Law and Order Day 2- Lesson 11 &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>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. Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e Which King would you prefer to live under, Henry II or John and why?</p> | <p>Performance Coach Lesson 7</p> |
| 9 | <p>ELA- Middle Ages Day 1- Unit Assessment (Lesson 15) CKLA Flex week, catch up/review as needed and administer Quarter 1 assessment</p> | <p>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. Q1 Standards Assessed: RL 1,2,3,9 . RI 1,3,9 . W 2a,b,e</p> | <p>Performance Coach Lesson 7 Historical Text</p> |
| Quarter 2 | | | |
| Week | Text | Focus Questions | Optional |
| 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 RI 2,4,7,8 W1a,b,d</p> | <p>Short book of poems: Love that Dog, Hate that Cat OR Shel Silverstein (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? All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d</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- Unit Assessment Day 5- Flex/catch up as needed</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 RI 2,4,7,8 W1a,b,d</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>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. All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d Why did Abu Bhakr decide to have the poetry and teachings of the Qur'an collected into one book?</p> | |
| 14 | <p>ELA- Islamic Empires CKLA Unit 4 Day 1- Lesson 7and 8, The Civil War Day 2-Lesson 7and 8, The Civil War Day 3- Lesson 9 and 10 , The Classical Age Day 4- Lesson 9 and 10, The Classical Age</p> | <p>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. All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d How did Islamic mosques contribute to architecture?</p> | |
| 15 | <p>ELA- Islamic Empires CKLA Unit 4: Day 1- Lesson 11 & 12, The Crusades Day 2- Lesson Lesson 11 & 12, The Crusades</p> | <p>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. All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d Why did Richard respect Saladin? Do you think Saladin respected Richard why or why not?</p> | |

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| 16 | ELA- Islamic Empires CKLA Unit 4: Day 1- Lesson 13 and 14 , Kalila and Dimna, The Crane and the Crab Day 2- Unit Assessment (Lesson15) Day 3- Coach Digital Resources. Theme of a story Day 4 Coach Digital Resources Day 5 Coach Digital Resources | 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. All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d What is the moral of ... | Common Core Coach. Lesson 1 Reading Myths. Determining Theme of a story https://www.coachdigital.com/teacher/viewResource.html?resourceID=150362 |
| 17 | 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) | Which 2 inventions have had the most impact on your life and why? All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d | CKLA: Writing Studio Unit 3, Lessons 1-3 |
| 18 | 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) | Which 2 inventions have had the most impact on your life and why? All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d | CKLA: Writing Studio Unit 3, Lessons 4-8 |
| 19 | ELA- Eureka CKLA Unit 5: Flex days- catch up/review. | Which 2 inventions have had the most impact on your life and why? All Q1 Standards plus: RL 5,6 RI 2,4,7,8 W1a,b,d | |
| Quarter 3 | | | |
| Week | Text | Focus Questions | Optional |
| 20 | 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 | What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth? All Q1 & Q2 plus RL 4,7 RI 5,6 Your best friend wants to dig a tunnel to China. What are you going to tell them? | Novel: Bud Not Buddy (anytime during Q3) |
| 21 | 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 | What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth? All Q1 & Q2 plus RL 4,7 RI 5,6 Identify 3 similarities and 3 differences in the Hawaiian and Klamath volcano myths? | CKLA: Writing Studio Unit 4, Lessons 1-2 New Science Standard (4.E1U2.4) Use models to explain seismic waves and their effect on the Earth. Activity in small groups or pairs, students demonstrate how earthquakes work using a constructed model (legos, popsicle sticks etc.) Buckle Down 3-D Science: L10 |

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| 22 | 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. | What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth? All Q1 & Q2 plus RL 4,7 RI 5,6 Which type of mountain would you like to climb and why? | CKLA: Writing Studio Unit 4, Lessons 3-5 New Science Standard (4.E1U2.7) Develop and/or revise a model using various rock types and fossils to show evidence that Earth has changed over time. Activity write an informational paragraph explaining how the Earth has changed over time, include a diagram or model. Buckle Down 3-D Science:L12 |
| 23 | 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, Unit assessment Day 4-5 Flex/catch up as needed | What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth? All Q1 & Q2 plus RL 4,7 RI 5,6 Would you rather climb to the top of a mountain or dive to the bottom of the ocean? Why? | CKLA: Writing Studio Unit 4, Lessons 6-8 |
| 24 | 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 | What 3 forces contributed to our Earth as it is now? How will these forces continue to change our Earth? All Q1 & Q2 plus RL 4,7 RI 5,6 | |
| 25 | 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 | What were 3 of the contributing factors that led to the American Revolution and what were the results? All Q1 & Q2 plus RL 4,7 RI 5,6 Do you agree with the words of Patrick Henry? Why or why not? | |
| 26 | 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! | What were 3 of the contributing factors that led to the American Revolution and what were the results? All Q1 & Q2 plus RL 4,7 RI 5,6 What challenges were Washington's army facing, other than the British army? | CKLA: Writing Studio Unit 6, Lessons 1-5 |
| 27 | 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 | What were 3 of the contributing factors that led to the American Revolution and what were the results? All Q1 & Q2 plus RL 4,7 RI 5,6 What would you do if you were Ichabod? | CKLA: Writing Studio Unit 6, Lessons 6-8 |
| 28 | ELA- American Revolution CKLA Unit 7: Day 1- Lesson 15, Rip Van Winkle Day 2- Lesson 16, Rip Van Winkle Day 3- Lesson 17, Unit Assessment Day 4- Flex/catch up as needed | What were 3 of the contributing factors that led to the American Revolution and what were the results? All Q1 & Q2 plus RL 4,7 RI 5,6 Which character is more heroic Rip or Ichabod? Why? | |
| Quarter 4 | | | |
| Week | Text | Focus Questions | Optional |

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| 29 | <p>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</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? Support your answer with details from the text. All Standards Is Long John Silver a hero or villain? Why?</p> | |
| 30 | Practice Testing | | |
| 31 | Testing | | |
| 32 | <p>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</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? Support your answer with details from the text. All Standards Is Long John Silver a good leader? Why or why not?</p> | CKLA: Writing Studio Unit 7, Lessons 1-2 |
| 33 | <p>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</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? Support your answer with details from the text. All Standards Would you trust Long John Silver? Why or why not?</p> | CKLA: Writing Studio Unit 7, Lessons 4-8 |
| 34 | <p>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</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? Support your answer with details from the text. All Standards</p> | |
| 35 | <p>ELA- Treasure Island CKLA Unit 8: Day 1- End of year assessment (may take more than 1 day), Days 2-5 Catch up/flex</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? Support your answer with details from the text. All Standards</p> | 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 | <p>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</p> | <p>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> | |

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| 37 | <p>ELA- Literature Study Suggested Novel: Robinson Crusoe (other texts can be selected based on admin approval). Suggested pacing: 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>Suggested Questions for written and verbal response: 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> | |
| 38 | <p>ELA- Literature Study Suggested Novel: Robinson Crusoe (other texts can be selected based on admin approval). Suggested pacing: 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>Suggested Questions for written and verbal response: 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 | | | |
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| Week | Text | Focus Questions | Optional |
| Notes Bolded ELA, Science, and History Focus questions can be used as end of unit writing assignments/assessments. 5th grade writing expectations: 5 paragraph essay. | | | |
| 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: Walk two Moons OR The Miraculous Journey of Edward Tulane (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) | WRITING PROMPT: Which event in your life has been the most significant and why? (WF5.1.a,b Cursive writing) What do you believe is the theme of the story and why? (RL.5.2 determine the theme) How do different characters responses to conflict compare in the story? (RL.5.3 compare characters) Support your answer with details from the text. (RL.5.1 Quote accurately) What literary devices are used to tell a story? (RL.5.4 identifying literary devices, including figurative language) | NewsELA current events (ongoing throughout the year) |
| 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) Beginning of Year Assessment (may take more than 1 day) | WRITING PROMPT: Which event in your life has been the most significant and why? (WF5.1.a,b Cursive writing) What do you believe is the theme of the story? (RL.5.2 determine the theme) How do different character responses to conflict compare in the story? (RL.RL.5.2 character response) How are characters in the different story similar and different? (RL.5.3 compare and contrast characters) What lessons are taught or implied by the story? (RL.5.1 drawing inferences) WRITING PROMPT: How does the setting of the story compare with other stories you have read? What evidence does the author give to support their purpose for writing? (RI.5.8) Support your answer with details from the text. (RL.5.1) What experience in your life has changed you in some way? (W.5.3a-e write narratives with sequence) What do you believe is the theme of the story? (RL.5.2 determine the theme) | |
| 4 | ELA-Personal Narrative (extra days for writing and editing) CKLA: Personal Narratives Day 1-5 Review and refine essays. | 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) What details are necessary to provide a clear picture of an event? (W.5.3a-e use and write an effective narrative) Writing sequential order of events (RL.5.6) Which event in your life has been the most significant and why? | |

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| 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>WRITING PROMPT: 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) How do the different civilizations compare and contrast?(RL.5.3 compare and contrast) (RI.5.4 define words using context clues) What are the key ideas from the text that convey meaning?(R.5.1 using text evidence to infer - paraphrasing) What are examples of an object or a picture that symbolizes, or stands for, something else? (R..5.1 inferencing) <i>Write correctly structured sentences. (WF.5.1)</i></p> | CKLA: Writing Studio Unit 1, Lessons 1-4 |
| 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>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) How do the different civilizations compare and contrast? (RL.5.3 (L6) I can change a word's part of speech by adding prefixes. - INTER (RL.5.4 meaning of words) 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)</p> | CKLA: Writing Studio Unit 1, Lessons 5-8 |
| 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 Unit Assessment (can be completed during week 9 if necessary)</p> | <p>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) (L11)I can identify linking and action verbs by looking for action and tense. (W5.2.c Using transition words) I can use transition words and phrases to organize my writing. (L12) 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)</p> | |

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| 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 & 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> | |
| Quarter 2 | | | |
| Week | Text | Focus Questions | Optional |
| 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 poem?</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 poem?</p> | <p>CKLA: Writing Studio Unit 2, Lessons 1-5</p> |

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| 12 | <p>ELA-Poetry CKLA Unit 4: Day 1- Lesson 10 Day 2- Lesson 11 Day 3- Lesson 12 Day 4- Unit Assessment 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> | CKLA: Writing Studio Unit 2, Lessons 6-8 |
| 13 | <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> | |
| 14 | <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> | |
| 15 | <p>ELA- Contemporary Fiction CKLA Unit 4: Day 1- Lesson 10 Day 2- Unit Assessment</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> | |

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| 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 character? Why do you use of the word knight to Don Quixote? | 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? | |
| Quarter 3 | | | |
| Week | Text | Focus Questions | Optional |
| 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). |

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| 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>WRITING PROMPTS: 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 multiple 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- Unit Assessment (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 (unit assessment) 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 & 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 | | | |
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| 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, Unit Assessment | 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 End of year assessment/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. | |

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| 38 | ELA- A Midsummer Night's Dream CKLA Unit 8: Day 1- Lesson 15 Days 2-5 Catch up as needed. | 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. | |
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| 6th Grade Curriculum Map 18-19 | | | |
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| Week | Text | Focus Questions | Optional |
| Quarter 1 | | | |
| 1 | <p>ELA Preassessment - Galileo</p> <p>Learning Strategies (Notetaking- Cornell, etc.) Begin Cursive Lessons ?</p> <p>Writing Writing Terminology & 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>Reading Subject/predicate Lesson EOL p.4-5,128-129,132-133 The Gold Cadillac -- EOL pg.29</p> <p>Suggested Focus - Different Types of Fiction - Plot Structure - Central Idea - Vocab & context clues (literal meaning of words & phrases)</p> <p>Writing - Brainstorm & 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. -How does the setting influence/shape the plot? Explain using details from the text to support your answer.</p> | <p>- HMH Level Up Skills Tutorials - subject & predicate lesson resource [online student resource (interactive tutorials)] - Simple and Complete Subjects and Predicates A & B p. 7-8 -- Holt EOL Grammar, Usage, & Mechanics Language Skills Practice - La Bamba -- EOL pg. 25</p> <p>Assessments - Gold Cadillac (found in EOL --> 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 https://www.youtube.com/watch?v=UnSq0c7JM-A</p> <p>Suggested Focus Annotation of the items listed below - Central idea (analyze how a key idea is introduced, illustrated, and developed) - Author's' purpose - Word & phrase meaning (connotative & 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 & inferences), text structure & how ideas are introduced, and neutral summary.</p> <p>Writing Topic Sentence & 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 text 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, & Mechanics Language Skills Practice - The Southpaw -- EOL pg. 77 - Lascaux online: http://lascaux.fieldmuseum.org/explore/video-gallery/Observation & Discussion -->Why is Lascaux important, what can be learned from Lascaux about early peoples, etc.</p> |

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| 4 | <p>ELA- Elements of Literature Reading Pronoun Lessons EOL pgs. 344-345, 348 All Summer in a Day –EOL pg.155 Ta-Na-E-Ka–EOL pg. 356 Suggested Focus Annotation of the items listed below - Plot (setting & character(s) development) - Theme - Word & phrase meaning (figurative, connotative)</p> <p>Writing Textual Evidence Analysis & Interpretations (See Writing Wks 1-4 Lessons in Drive Folder) - Model and practice textual analysis/breakdown. - Grade the textual analysis/interpretation.</p> | <p>-What is unique about both Mary's and Margot's characters? How do they change as the plot progresses? Use details from the text to support and explain your answer. -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, & Mechanics Language Skills Practice - Just Once -- EOL pg. 143</p> <p>Assessments - All Summer in a Day (found in EOL --> Collection 2 drive folder) - Ta-Na-E-Ka (found in EOL --> Collection 4 drive folder)</p> |
| 5 | <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 & phrase meaning (figurative, connotative)</p> <p>Writing Brainstorm the argumentative essay question & 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, & 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 --> Collection 1 drive folder)</p> |
| 6 | <p>ELA - Elements of Literature, Realms of Gold & 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>- What do these myths tell us about Greek culture? Explain using supporting details/textual evidence. - 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, & Mechanics Language Skills Practice</p> <p>Assessments - Medusa & Perseus (found in EOL --> Collection 3 drive folder) -- omit the questions for Dragon Dragon</p> |

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| 7 | <p>ELA- Elements of Literature & Core Knowledge Novel Reading Adverb Lesson Black Ships Before Troy Suggested Focus Annotation of the items listed below - Characterization - Word & 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. -What methods of characterization does the author use to show these traits? Explain using supporting details/textual evidence.</p> | <p>- HMH Level Up Skills Tutorials - adverbs lesson resource [online student resource (interactive tutorials)] - Adverbs pgs. 43-45 -- Holt EOL Grammar, Usage, & Mechanics Language Skills Practice</p> |
| 8 | <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 & 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. -How does the tone shift as the story progresses, why do you think this happens? Explain using supporting details/textual evidence.</p> | <p>- Have students identify and then debate what they believe are the theme(s) within the novel. - Articles resource (https://owl.english.purdue.edu/owl/resource/591/1) - Revising & Proofreading pgs. 1-4 -- Holt EOL Think as a Writer: Interactive Writing Work Text</p> |
| 9 | <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 & Q1 Assessment</p> | <p>-Was the war necessary, why or why not? Use details from the text to support and explain your answer. - How did the war impact the lives of all those involved? Use details from the text to support and explain your answer.</p> | <p>- HMH Level Up Skills Tutorials - prepositions lesson resource [online student resource (interactive tutorials)] - Prepositions pgs. 46 & 48 -- Holt EOL Grammar, Usage, & Mechanics Language Skills Practice</p> |
| Quarter 2 | | | |
| 10 | <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 & inferences), word and phrase meaning (figurative, connotative, technical), text structure & 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. - What do you think was the author's -purpose for writing the article Olympic Glory:Victories in History? Explain.</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, & 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> |

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| 11 | <p>ELA- Elements of Literature & 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 - How does conflict shape both the characters and plot? Explain</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> |
| 12 | <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. https://www.youtube.com/watch?v=7DtJkeMK0yU -- 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. - 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. - 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> | |
| 13 | <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 (https://www.youtube.com/watch?v=7DtJkeMK0yU) -- 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 & relation to theme & 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. - 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> | |
| 14 | <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 & relation to theme & plot development - Literary Devices - characterization, connotation, imagery - How & Why of Debate</p> | <p>- Who is the tragic hero of the story - Caesar or Brutus? Use details from the text to support and explain your answer. - 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, & Mechanics Language Skills Practice</p> |

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| 15 | <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 & 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 https://www.youtube.com/watch?v=UnSq0c7jM-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 & phrase meaning (connotative & 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 & inferences), text structure & how ideas are introduced, and neutral summary.</p> <p>Writing Topic Sentence & 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 & dashes lesson resource [online student resource (interactive tutorials)] - Punctuation CH. 13 -- Holt EOL Grammar, Usage, & Mechanics Language Skills Practice - Cynthia in the Snow -- EOL pg. 674 - If -- ROG pg. 17</p> |
| 16 | <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 & Phrase meaning (figurative, connotative, meaning, tone) - Punctuation</p> | <p>- How can using a simile or metaphor add depth/additional meaning to literature? - How does an author's word choice help with understanding both the meanings of words and the overall poem?</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> |
| 17 | <p>ELA- Elements of Literature and Realms of Gold Reading Punctuation & 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 & 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.) - Who is the narrator? How do you know? Explain - How does the narrator's point of view influence your reading experience?</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, & Mechanics Language Skills Practice The Raven--ROG pg. 21 or 23 Read by Christopher Lee (https://www.youtube.com/watch?v=BefliMIEzZ8&t=59s) Assessments - Collection 7 (found in EOL --> Collection 7 drive folder)</p> |
| 18 | <p>ELA- Elements of Literature and Realms of Gold Reading Punctuation & 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 & 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.? - How does the narrator's point of view influence your understanding of "Yes, It Was My Grandmother?"</p> | |

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| 19 | ELA Review & Quarter 2 Assessment (Galileo CBAS) | | |
| Quarter 3 | | | |
| 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? - What does Ulysses learn from his time among the Lotus Eaters, how is this an example of foreshadowing? | |
| 21 | ELA- Core Knowledge Novel Reading Noun Lesson Adventures of Ulysses Writing- 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. | - What types of internal and external conflict do Ulysses and his men face throughout their journey? - How does conflict shape the story? | |
| 22 | ELA- Core Knowledge Novel Reading Pronoun Lesson Adventures of Ulysses | - Do you think there is one theme, or many? Explain. - 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? | 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. | |
| 24 | ELA- Elements of Literature Reading 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? - How does characterization provide you with clues to determine who is the protagonist versus the antagonist? - 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 Reading Adverb Lesson EOL pg. 458-459, 462-463 Storm--EOL pg. 509 The Mysterious Mr. Lincoln--EOL pg. 516 | - How did the author's use of literary devices (imagery, figurative language, metaphor, hyperbole) enhance your understanding of the story? - Whose point of view are the texts written from? Why? How does this contribute to your reading experience? - 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. |

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| 26 | <p>ELA- Elements of Literature Reading 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>Writing-- 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 & 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 & Phrase meaning (figurative, connotative, meaning, tone) - Point of View</p> | <p>Assessments - Connecting Main Ideas Across Texts(found in EOL --> Collection 5 drive folder)</p> |
| 27 | <p>ELA- Elements of Literature Reading 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 --> Collection 6 drive folder)</p> |
| 28 | <p>ELA - Review & Quarter Exam</p> | | |
| 3/7- 3/8-3/15 - | | | |
| Quarter 4 | | | |
| Week | Text | Focus Questions/Standard | Activity/Lab ELA--Writing; History--DBQ Science--Lab per Unit |
| 29 | Practice Testing | | |
| 30 | Testing | | |
| 31 | <p>ELA- Elements of Literature and Realms of Gold v.1 Reading Punctuation & 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? - Which details of Twain's life are stranger than fiction? How did this shape his writing? Explain</p> | <p>Assessments - Killingly Funny: Mark Twain (found in EOL --> Collection 8 drive folder)</p> |
| 32 | <p>ELA- Core Knowledge Novel Reading 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 Reading 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> | |

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| 34 | <p>ELA- Core Knowledge Novel Reading Types of Sentences Lesson The Prince and the Pauper</p> <p>Writing-- Narrative Quick Write -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>- How does Twain use humor to describe Tom's new experiences? Find multiple examples to support your answer (dialogue, setting, etc.) - 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> | |
| 35 | <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? - What do you think was Twain's purpose in writing the Prince and the Pauper, what main idea(s) was he trying to convey?</p> | |
| 36 | <p>ELA- Research Assignment Current Event Assignment (found in research assignment drive folder)</p> | <p>Current Event Research Assignment- MLA Format and Citations</p> | |
| 37 | <p>ELA - Review & Galileo Post Assessment</p> | | |
| 38 | <p>ELA- Research Assignment Current Event Assignment Presentations</p> | <p>Current Event Research Assignment Presentations</p> | |

| ELA 7 On Level Curriculum Map 2018-19 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Short Stories | Week 1 | <p>Focus Standards</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 & 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> |
| | Week 2 | <p>Focus Standards</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>Pretest- Galileo</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> |
| | Week 3 | <p>Focus Standards</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 (https://youtu.be/pTixWky5aLw)</p> <p>Tell Tale Heart Animation (https://youtu.be/wDLLHTdVsgU)</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> |

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| p Text & Narrativ | <p>Week 4</p> <p>Focus Standards 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 - 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. Beginning in quarters two and three 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 & 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. 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>Focus Standards 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>Focus Standards 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 Begin the Narrative Essay 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>Focus Standards 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 & 20 - Grammar & 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> | |

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| | Week 8 | <p>Focus Standards 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>Quarter 1 Assessment - Optional practice essay (paper & pencil) - standards based</p> | | |
| | Week 9 | <p>Tested Standards RL.1, RL.2, RL.3, RL.4, RL.6, L.1, L.2</p> | <p>Quarter 1 Assessment - Galileo - Multiple Choice</p> | | |
| <p>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</p> | | | | | |
| <p>Quarter 2</p> | | | | | |
| <p>Novel &</p> | Week 10 | <p>Focus Standards 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)</p> <p>Supporting Standards 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> | |
| | Week 11 | <p>Focus Standards 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.</p> <p>Supporting Standards 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 (https://www.youtube.com/watch?v=T9PmqgNVPk) 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> |

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| Informative Texts | Week 12 | <p>Focus Standards 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.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. 7.L.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p>Supporting Standards 7.RI.1/RL.1 7.RI.4/RL.4 7.W.9 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. - How can we as people relate to Buck's journey? Explain</p> | <p>Create an illustrative story map</p> |
| | Week 13 | <p>Focus Standards 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.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.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>Supporting Standards 7.RI.1/RL.1 7.RI.4/RL.4 7.RL.2 7.RL.3 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? - What type(s) of conflict exist in the novel? Explain - How does Buck's character change through the progression of the novel? Explain</p> | <p>Types of Conflict - video (https://youtu.be/rM5cp_YL77k)</p> |

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| Novel & Informative Writing | Week 14 | <p>Focus Standards 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. Supporting Standards 7.W.9</p> | <p>Call of the Wild PC – Lesson 15 - Write an Informative or Explanatory Text Begin the informative/explanatory essay. 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>Focus Standards 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. Supporting Standards 7.W.4</p> | <p>Informative/explanatory essay PC – Lesson 19 - Mechanics</p> | | |
| ural Historical Te | Week 16 | <p>Focus Standards 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 Supporting Standards 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> |

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| | <p>Week 17</p> | <p>Focus Standards 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 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. Supporting Standards 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>Week 18</p> | <p>Focus Standards 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 Quarter 2 Assessment - Essay (paper & pencil) - standards based</p> | | |
| | <p>Week 19</p> | <p>Tested Standards 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>Quarter 2 Assessment - Galileo - Multiple Choice</p> | | |
| <p>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.</p> | | | | | |
| <p>Quarter 3</p> | | | | | |
| <p>Poetry</p> | <p>Week 20</p> | <p>Focus Standards 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. Supporting Standards 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 & 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>Week 21</p> | <p>Focus Standards 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 Supporting Standards 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>- Have students analyze a poem or song of their choice focusing on figurative language. OR - Have students write a poem or song of their choice focusing on figurative language.</p> |

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| | <p>Week 22</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 & visual (https://www.youtube.com/watch?v=dmMo79zDTec&t=46s) OR sung (https://www.youtube.com/watch?v=lx4jz0Gn4E) 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>Early 20th Century Historical Texts</p> | <p>Week 23</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>Week 24</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>CBAS II Assessment - Galileo 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> | |

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| 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>CBAS II Assessment - Galileo PC – Lesson 17 - Write an Argument Begin the argumentative essay 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: https://constitutioncenter.org/blog/on-this-day-wilsons-14-points-puts-u.s.-on-world-diplomatic-stage Article about argument writing: https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/ Argumentative Writing Resource Checklist: http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</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 & Q2 Standards plus RL.5, RI.5, RI.6, RI.8, RI.9, SL.2, SL.3</p> | <p>Quarter 3 Assessment - Galileo - multiple choice</p> | |
| <p>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.</p> | | | | |
| Quarter 4 | | | | |
| AzMerit Prep | Week 29 | All Standards | <p>AzMerit Review PC – Lesson 16 - Write a Functional Text OR PC – Practice Test 1</p> | |
| | Week 30 | All Standards | <p>AzMerit Review PC – Practice Test 1 or 2</p> | |
| 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> | <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</p> | <p>- 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.</p> |
| | 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> | <p>Anne Frank (skip journal entry - Thursday, 29 October, 1942 - Saturday, 7 November pg.42-46)</p> | <p>- 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> <p>PC – Lesson 21 - Listen to Informational Presentations</p> |

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| | <p>Week 33</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>Mid 20th Century/ WWII Historical Texts & Informational Writing</p> | <p>Week 34</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 (https://www.youtube.com/watch?v=YhtuMrMVJDk) 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>Week 35</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 Begin the quarter 4 essay</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> | |

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| | <p>Week 36</p> | <p>Focus Standards 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. Supporting Standards 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>Week 37</p> | | <p>Teacher Choice</p> | | |
| | <p>Week 38</p> | <p><u>Tested Standards</u> All Standards</p> | <p>Post Assessment- Galileo - multiple choice</p> | | |
| <p>Quarter 4 Essay Informational Prompt: What is freedom? Use the literature from the quarter to support and explain your answer.</p> | | | | | |

| ELA 7 Honors Curriculum Map 2018-19 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| 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 - 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. Beginning in quarter two scaffold the assignment (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 (https://youtu.be/pTixWKy5aLw) Tell Tale Heart Animation (https://youtu.be/wDLLHTdVSgU) Annabel Lee–ROG pg. 18 or 23 it'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 |
| 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 Begin the narrative essay – 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 |

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| | Week 7 | 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 | | |
| | Week 8 | 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 Quarter 1 Assessment - short answer content based questions | | |
| | Week 9 | Tested Standards RL.1, RL.2, RL.3, RL.4, RL.6, L.1, L.2 | Quarter 1 Assessment - Galileo - Multiple Choice | | |
| Quarter 1 Narrative Essay Prompt: How can the Seven Habits of Highly Effective Teens be a life changing book? | | | | | |
| Quarter 2 | | | | | |
| Novel & Informative Texts | Week 10 | Focus Standards 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) Supporting Standards 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 |
| | Week 11 | Focus Standards 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. Supporting Standards 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 |
| | Week 12 | Focus Standards 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. Supporting Standards 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 Buck's journey? Explain - How do the authors' perspective on the relationship between man and dog differ? Explain | Create an illustrative storymap |
| | Week 13 | Focus Standards 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). Supporting Standards 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 (https://youtu.be/rM5cp_YL77k) |

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| Novel & Informative Writing | Week 14 | <p>Focus Standards</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 & Call of the Wild - minute book report (https://youtu.be/Nb914pRNdcA)</p> |
| | Week 15 | <p>Focus Standards</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>Focus Standards</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>Supporting Standards</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>Focus Standards</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>Supporting Standards</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>PC – 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>Focus Standards</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>Quarter 2 Assessment</p> <p>- short answer content based questions</p> | | |
| | Week 19 | <p>Tested Standards</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>CBAS II Assessment - Galileo</p> <p>- multiple choice</p> | | |
| <p>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</p> <p style="text-align: center;">Quarter 3</p> | | | | | |
| | Week 20 | <p>Focus Standards</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>Supporting Standards</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 & 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> |

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| Poetry & Research & Writing | Week 21 | <p>Focus Standards</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>Supporting Standards</p> <p>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</p> | <p>The Runaway: - How does Frost's word choice and use of figurative language help you visualize the colt and its experiences? Explain - Why do you think Frost chose the title "The Runaway"? Explain</p> <p>The Pasture: - How might the description of chores relate to the invitation given after each stanza? Explain - Compare and contrast Frost's poems. Sarah Cynthia Stout: - What techniques does Silverstein use to make this poem humorous? Explain - How does Silverstein use rhyme and rhythm to set the tone of the poem? Explain</p> | |
| | Week 22 | <p>Focus Standards</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>Supporting Standards</p> <p>7.RL.1 7.RL.2 7.L.4 7.L.5</p> | <p>The Highwayman – EOL pg. 673 The Highwayman audio & visual (https://www.youtube.com/watch?v=dmMo79zDTec&t=46s) OR sung (https://www.youtube.com/watch?v=ixi4jz0Gn4E) The Charge of the Light Brigade – ROG pg. 25 or 30</p> | <p>The Highwayman: - How do you think the narrator feels about the highwayman? Explain? - 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 that 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>- 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.</p> |
| Early 20th Century Historical & Persuasive Texts | Week 23 | <p>Focus Standards</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>Supporting Standards</p> <p>7.L.4</p> | <p>PC – Lesson 6 - Persuasive Texts</p> <p>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. Explain - What is Wilson's goal in writing the Fourteen Points? Explain - Do you think this goal is attainable? Why or why not? - What techniques does Wilson use to persuade you to support his views? Explain</p> | |
| | Week 24 | <p>Focus Standards</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>Supporting Standards</p> <p>7.RI.6 7.L.4</p> | <p>PC – Lesson 7 - Historical Texts</p> <p>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. - Analyze Long's purpose in his "Every Man a King" speech. - How does Long distinguish his position from that of others? Explain.</p> | |
| Argumentative Writing | Week 25 | <p>Focus Standards</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 - Write an Argument</p> <p>Argumentative Essay 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. 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: https://constitutioncenter.org/blog/on-this-day-wilsons-14-points-puts-u.s.-on-world-diplomatic-stage</p> <p>Article about argument writing: https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/</p> <p>Argumentative Writing Resource Checklist: http://readwritethink.org/files/resource/docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</p> |
| | Week 26 | <p>Focus Standards</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 Teacher Choice</p> | | |
| | Week 27 | | Teacher Choice | | |
| | Week 28 | <p>Tested Standards</p> <p>All Q1 & 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 - 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 | | | | | |
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| AzMerit Prep | Week 29 | All Standards | AzMerit Review PC – Lesson 16 - Write a Functional Text OR 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 ** 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 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.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. 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 (https://www.youtube.com/watch?v=YhtuMmVJDK) | - 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.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. 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. | Anne Frank The Four Freedoms – ROG pg. 256 Begin the quarter 4 essay - 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 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Reading Leadership Text & Writing Introduction to Academic Writing | Week 1 | Focus Standards 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. | Reading Who Moved my Cheese for Teens Writing 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 & Essay Format (See Writing Wks 1-4 Lessons in Drive Folder) | - 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. | |
| | Week 2 | Focus Standards 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. | Pretest- Galileo Reading Who Moved my Cheese for Teens Writing The Medicine Bag – EOL pg. 280 Brainstorm & Thesis (See Writing Wks 1-4 Lessons in Drive Folder) Performance Coach (PC) Lesson 12 - "Write a Response to Literature" | 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. | |
| Reading Short Stories & Writing Writing Foundations | Week 3 | Focus Standards 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.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. Supporting Standards 8.RL.1 8.W.10 | Reading EOL – pg. 4-5, 8-9 Flowers for Algernon – EOL pg. 52 & video clip Writing Topic Sentence - Analysis & Interpretations (See Writing Wks 1-4 Lessons in Drive Folder) PC Lesson 18 - "Grammar and Usage" | 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? | A Nincompoop–EOL pg. 242 - How does the initial dialogue shape your view of the narrator and of Julie? - What does the "cruel lesson" teach the narrator? - How can you learn from the "cruel lesson"? |
| | Week 4 | Focus Standards 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. Supporting Standards 8.RL.1 8.RL.4 8.L.1 a-d 8.W.10 | Reading PC Lesson 1 - "Fiction" The Treasure of Lemon Brown – EOL pg. 14 Monkey's Paw–EOL pg. 89 Writing PC Lesson 11 - "Writing Foundations" The Inn of Lost Time – EOL pg. 30 | 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. | |

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| Reading Short Stories & Writing Narrative Writing | Week 5 | <p>Focus Standards</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.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.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>8.W.5 With some guidance and support from peers</p> | <p>Reading</p> <p>Alice in Wonderland—EOL pg. 806 and clip from the Cartoon version (meeting the queen to the croquet scene)</p> <p>Ray Bradbury is on Fire—EOL pg. 426</p> <p>The Flying Machine—EOL pg. 432</p> <p>Writing</p> <p>PC Lesson 13 - "Write a Narrative"</p> <p>Begin the quarter one narrative * This counts as the Q1 Writing Assessment Grade</p> <p>- Planning & writing</p> <p>Essay Question</p> <p>- 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:</p> <p>- Compare and contrast Lewis Carroll's Alice in Wonderland with the animated version, why are there differences between the two versions?</p> <p>Ray Bradbury is on Fire:</p> <p>- How does Bradbury's feeling of technology influence his writing? Explain using textual evidence.</p> <p>The Flying Machine:</p> <p>- How is Bradbury's fear of technology reflected in his story The Flying Machine? Explain using textual evidence.</p> | PC Lesson 3 -"Drama" |
| | Week 6 | <p>Focus Standards</p> <p>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.</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.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>Supporting Standards</p> <p>8.RL.1 8.RL.4 8.L.1 8.L.2 8.W.10</p> | <p>Reading</p> <p>PC Lesson 4 - "Analyze Literature"</p> <p>The Dragon—EOL pg. 439</p> <p>The Fog Horn—EOL pg. 444</p> <p>Writing</p> <p>PC Lesson 19 & 20 - "Mechanics" & "Style, Tone, and Effect"</p> <p>Continue the quarter one narrative essay</p> <p>- Writing & 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.</p> <p>- How does the unique style of the two stories influence your reading experience? Explain</p> | |
| | Week 7 | | Teacher Choice | | |
| | Week 8 | <p>Focus Standards</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.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>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</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.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>Supporting Standards</p> <p>8.RL.1 8.RL.9 8.W.10</p> | <p>Reading</p> <p>Review</p> <p>Quarter 1 Reading Assessment</p> <p>-Short answer content based questions</p> <p>Writing</p> <p>Teacher Choice OR Beowulf – EOL pg. 727</p> <p>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</p> <p>- What impact does word choice have on storytelling? Explain</p> <p>- If the words were changed would the tone change? Why or why not?</p> | |
| | Week 9 | <p>Tested Standards</p> <p>RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.9 L.1, L.2</p> | <p>Reading</p> <p>Quarter 1 Assessment - Galileo</p> <p>- Multiple Choice (counts for the reading assessment)</p> <p>Writing</p> <p>- Teacher Choice OR - Beowulf – EOL pg. 727</p> <p>- After reading the poem, students will create their own illustrated version demonstrating how stories can be told via imagery sans text.</p> | | |
| <p>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</p> <p style="text-align: center;">Quarter 2</p> | | | | | |

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| Poetry & Informative Articles | Week 10 | <p>Focus Standards 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.</p> <p>Supporting Standards 8.RL.1 8.RL.3 8.RL.9</p> | <p>Reading 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>Writing 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> | |
| | Week 11 | <p>Focus Standards 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.</p> <p>Supporting Standards 8.RL.1/8.RI.1 8.W.10</p> | <p>Reading PC Lesson 2 - "Poetry"</p> <p>The Mending Wall–ROG pg. 10 The Cremation of Sam McGee–EOL pg. 717</p> <p>Writing 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> | |
| | Week 12 | <p>Focus Standards 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>Reading 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>Writing 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 -- https://www.youtube.com/watch?v=GcKekA6mMU</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> |

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| Reading Novel & Writing Persuasive & Argumentative Writing | Week 13 | <p>Focus Standards 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.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. 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). Supporting Standards 8.RL.1/8.RI.1</p> | <p>Reading Bill of Rights--EOL pg. 224 Don't Know Much About Liberty -- EOL pg. 226 Fahrenheit 451 Writing Introduce Debate Topic: Censorship, is it good or bad? - Debate prep & 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 (https://www.youtube.com/watch?v=YjpeydVMtx4)</p> |
| | Week 14 | <p>Focus Standards 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' questions and comments with relevant evidence, observations, and</p> | <p>Reading & Writing Fahrenheit 451 Writing Debate Topic: Censorship, is it good or bad? - Debate prep & 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>Focus Standards 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 Supporting Standards 8.RL.1 8.RL.4 8.L.3 8.L.4</p> | <p>Reading Fahrenheit 451 Writing 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 - 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: https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/ -Argumentative Writing Resource Checklist: http://readwritethink.org/files/resources/lesson-docs/EBAChecklist.pdf?_ga=2.168221795.395801233.1524850974-1099306873.1524850974</p> |

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| | Week 16 | <p>Focus Standards 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>Reading 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) Writing Argumentative essay - Writing & 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> |
| | Week 17 | | Teacher Choice | |
| | Week 18 | <p>Focus 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.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. Supporting Standards 8.RL.1 8.W.9 8.W.10</p> | <p>Reading Review Quarter 2 Reading Assessment - Short answer content based questions Writing 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> |
| | Week 19 | <p>Tested Standards All Q1 Standards plus: RI.1, RI.2, RI.4, RI.5, RI.8, SL.1, SL.3 L.3, L.4</p> | <p>CBAS II Assessment - Galileo - Multiple choice (counts for the quarter 2 reading assessment) Writing 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>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</p> | | | | |
| <p>Quarter 3</p> | | | | |
| Reading Novel & Biographies | Week 20 | <p>Focus Standards 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. Supporting Standards 8.RL.1, 8.RL.2</p> | <p>Reading World Leaders: Joseph Stalin- Article (found in ELA 8 articles drive folder) Animal Farm Writing PC Lessons 7 & 14 - "Historical Texts" & "Research Skills" World Leaders: Vladimir Lenin- Article (found in ELA 8 articles drive folder) PC Lessons 7 & 14 - "Historical Texts" & "Research Skills" Begin Research Essay (Introduction & 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> |

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| <p><u>W</u> <u>Writing</u> <u>Research Skills</u> <u>&</u> <u>Writing</u></p> | <p>Week 21</p> | <p>Focus Standards 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>Reading Animal Farm</p> <p>Writing Research Essay (Planning & 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><u>R</u> <u>Reading</u> <u>Novel</u> <u>&</u> <u>Historical Texts</u> <u>&</u> <u>Writing</u> <u>Types of Writing</u> <u>(Persuasive vs. Informative)</u></p> | <p>Week 22</p> | <p>Focus Standards 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. Supporting Standards 8.L.2 8.L.3 8.L.6 8.W.9 8.W10</p> | <p>Reading The Sinews of Peace--ROG pg. 303 Peace in the Atomic Age--ROG pg. 317 Animal Farm</p> <p>Writing Research Essay (Writing & 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>Week 23</p> | <p>Focus Standards 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. Supporting Standards 8.RL.1/RI.1 8.RL.4 8.RL.6 8.W.9 8.W10</p> | <p>Reading Animal Farm Writing PC Lesson 6 - "Persuasive vs. Informative"</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>Week 24</p> | <p>Focus Standards 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. Supporting Standards 8.RL.1 8.RL.4 8.W.9 8.W10</p> | <p>Reading Animal Farm Animal Farm Clip 1:03-end (https://www.youtube.com/watch?v=Q_r_z66yQoI0)</p> <p>Writing PC 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> | |

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| _Informa | Week 25 | <p>Focus Standards 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.</p> | <p>Reading & Writing Begin the DBQ * Teams must collaborate this week in order to support instruction DBQ Question - How does Napoleon stay in charge?</p> | | |
| | Week 26 | <p>Focus Standards 8.W.2a. 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.L.2 8.L.3</p> | <p>Reading & Writing Quarter 3 DBQ - Teams must collaborate this week in order to support instruction</p> | | |
| | Week 27 | <p>Focus 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 examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Supporting Standards 8.L.2 8.L.3</p> | <p>Teacher Choice Quarter 3 Reading Assessment - Short answer content based questions</p> | | |
| | Week 28 | <p>Tested Standards All Q1 & 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> | | Az Merit Review - Coach Digital |
| Quarter 3 Informative Writing Prompt: How Does Napoleon Stay in Charge (DBQ Project) | | | | | |
| Quarter 4 | | | | | |
| ultural Texts (Fict | Week 29 | All Standards | <p>AzMerit Prep PC – Lesson 8 - Scientific & Technical Texts *You may also use assessment data and Coach Digital resources for review materials.</p> | | |
| | Week 30 | All Standards | <p>AzMerit Prep PC – Practice Test 1 * You may also use assessment data and Coach Digital resources for review.</p> | | |
| | Week 31 | <p>Focus Standards 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. 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.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. Supporting Standards 8.RL.1/8.RI.1 8.RI.8 8.RL.4/8.RI.4 8.W.9 8.W10</p> | <p>Reading The Wise Old Woman – EOL pg. 207 Writing - What are the three types of irony? - How does Yoshiko Uchida use dramatic irony in the Wise Old Woman? How would the story change without it? Explain using textual evidence. - What was Martin Luther King's "Dream" and how was he going to accomplish it? Explain using textual evidence</p> | | |
| Week 32 | <p>Focus Standards 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. Supporting Standards 8.RL.1 8.RL.6 8.RL.4 8.W.9 8.W10</p> | <p>Reading & Writing EOL – pg.800-801,804-805 Theater - What obstacles did Viola have to overcome when she disguised herself as Cesario? Explain - Who else wears a disguise– actual or figurative? Explain - 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. - 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. | |

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| Drama & Informative Writing | Week 33 | <p>Focus Standards 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.</p> <p>Supporting Standards 8.RL.1 8.RL.6 8.RL.4 8.W.9 8.W.10</p> | <p>Reading & Writing 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>Focus Standards 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.</p> <p>Supporting Standards 8.RL.1 8.RL.6 8.RL.4 8.W.2</p> | <p>Reading & Writing Twelfth Night Act 4</p> <p>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>Focus Standards 8.RL.8 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.</p> <p>Supporting Standards 8.RL.1 8.RL.4 8.W.9 8.W.2</p> | <p>Reading & Writing Twelfth Night Act 5 Quarter 4 Essay</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 | | Teacher Choice | | |
| | Week 37 | <p>Focus Standards 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.</p> <p>Supporting Standards 8.L.3 8.L.2</p> | <p>Reading Review Quarter 4 Reading Assessment - Short answer content based questions</p> <p>Writing Teacher Choice OR Sonnet 18 – ROG pg. 23 Students will write their own sonnet</p> | #NAME? | |
| Week 38 | All Standards | <p>Reading Post Assessment-Galileo (multiple choice) - Multiple Choice (counts for the quarter 4 reading assessment)</p> <p>Writing 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 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Reading Leadership Text & Writing Introduction to Academic Writing | Week 1 | <u>Focus Standards</u> 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. | <u>Reading</u> Who Moved my Cheese for Teens <u>Writing</u> Writing Sample paragraph - Choose one of the following or a question of your choice. - 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 & Essay Format (See Writing Wks 1-4 Lessons in Drive Folder) | - Why do the mice react differently to change compared with the little people? - If one is not open to change, who will gain and who will lose? - Are you more of a mouse, little person, or both? Explain. | |
| | Week 2 | <u>Focus Standards</u> 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. | <u>Pretest- Galileo</u> <u>Reading</u> Who Moved my Cheese for Teens <u>Writing</u> The Medicine Bag – EOL pg. 280 Brainstorm & Thesis (See Writing Wks 1-4 Lessons in Drive Folder) Performance Coach (PC) – Lesson 12 - Write a Response to Literature" | Who Moved My Cheese: - How are fear and trust connected? - Do you believe that happiness gives one the ability to adapt to change? The Medicine Bag: - How does the evolution of character development influence motivation? - What potential theme/themes do you think the author explores in this story? | Native American Cultures: The Great Plains - article (found in ELA 8 articles drive folder) |
| Reading Short Stories & Writing Writing Foundations | Week 3 | <u>Focus Standards</u> 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.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. <u>Supporting Standards</u> 8.RL.1 8.RL.6 | <u>Reading</u> Flowers for Algernon – EOL pg. 52 & video clip A Nincompoop–EOL pg. 242 <u>Writing</u> Topic Sentence - Analysis & Interpretations (See Writing Wks 1-4 Lessons in Drive Folder) PC – Lesson 18 - "Grammar and Usage" | Flowers for Algernon: - Flowers for Algernon: How would the story change if written from a different point of view (doctor, teacher, etc.)? - Why are the diary entries so impactful? - How does viewing the story compare and contrast with what you read? A Nincompoop: - Who is the real nincompoop and why? | EOL – pg. 4-5, 8-9 |
| | Week 4 | <u>Focus Standards</u> 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. <u>Supporting Standards</u> 8.RL.1/8.RL.1 8.RL.4/8.RL.4 8.L.1 a-d | <u>Reading</u> PC – Lesson 1 - Fiction The Treasure of Lemon Brown – EOL pg. 14 Monkey's Paw–EOL pg. 89 <u>Writing</u> PC – Lesson 5 - Articles The Inn of Lost Time – EOL pg. 30 The Thrill of Time Travel- Article (found in the ELA articles drive folder) | Treasure of Lemon Brown: - In the resolution of the story, conflicts are resolved. Identify three important external conflicts in the story? How is each resolved? Monkey's Paw: - What does the sergeant major say that foreshadows the Whites' fate? Explain the meaning behind it. - How do maternal instincts impact the story? Explain The Inn of Lost Time: - 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. - 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? - How is setting used in each of these texts? - How do the characters develop throughout the story? | |

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| <p>Reading Short Stories</p> <p>&</p> <p>Writing Narrative Writing</p> | <p>Week 5</p> | <p>Focus Standards</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.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.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | <p>Reading</p> <p>Alice in Wonderland--EOL pg. 806 and clip from Cartoon version (meeting the queen to the croquet scene)</p> <p>Ray Bradbury is on Fire--EOL pg. 426</p> <p>The Flying Machine--EOL pg. 432</p> <p>Writing</p> <p>PC – Lesson 11 & 13</p> <ul style="list-style-type: none"> - Writing Foundations - Write a Narrative <p>Begin the quarter one narrative essay *This will be used for the quarter 1 writing assessment score</p> <ul style="list-style-type: none"> - Planning & writing | <p>Alice in Wonderland:</p> <ul style="list-style-type: none"> - 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? <p>Ray Bradbury is on Fire:</p> <ul style="list-style-type: none"> - How does Bradbury view the use of technology? What feelings do these bias expose? <p>The Flying Machine:</p> <ul style="list-style-type: none"> - 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>PC -- Lesson 3</p> <ul style="list-style-type: none"> - Drama |
| | <p>Week 6</p> | <p>Focus Standards</p> <p>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.</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>Supporting Standards</p> <p>8.RL.1</p> <p>8.RL.4</p> <p>8.L.1</p> <p>8.L.2</p> | <p>Reading</p> <p>PC – Lesson 4</p> <ul style="list-style-type: none"> - Analyze Literature <p>The Dragon--EOL pg. 439</p> <p>The Fog Horn--EOL pg. 444</p> <p>Writing</p> <p>PC – Lesson 19 & 20</p> <ul style="list-style-type: none"> - "Mechanics" & "Style, Tone, and Effect" <p>Continue the quarter one narrative essay</p> <ul style="list-style-type: none"> - Writing & editing | <ul style="list-style-type: none"> - 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>Review & Assessment & Introduction to Analysis & Research</p> | <p>Week 7</p> | <p>Focus Standards</p> <p>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.</p> <p>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.</p> <p>8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature.</p> <p>b. Apply grade 8 Reading standards to informational text and nonfiction.</p> | <p>Reading</p> <p>Teacher Choice</p> <p>Writing</p> <p>Introduce and begin Current Event/Informative Text Analysis Assignment</p> <ul style="list-style-type: none"> - Continues through the remaining quarters | | |
| | <p>Week 8</p> | <p>Focus Standards</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.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>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.</p> <p>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>Reading</p> <p>Review</p> <p>Quarter 1 Reading Assessment</p> <ul style="list-style-type: none"> -Short answer content based questions <p>Writing</p> <p>Teacher Choice OR</p> <p>Continue with Current Event Project</p> | | |
| | <p>Week 9</p> | <p>Tested Standards</p> <p>RL.1, RL.2, RL.3, RL.4, RL.5,RL.6, L.1, L.2</p> | <p>Quarter 1 Assessment (multiple choice)</p> <ul style="list-style-type: none"> - counts for the reading assessment | | |
| <p>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 focusing on the influence of one of these ideas.</p> | | | | | |
| <p style="text-align: center;">Quarter 2</p> | | | | | |

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| <p style="text-align: center;">& Informative A</p> | <p style="text-align: center;">Week 10</p> | <p>Focus Standards 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. Supporting Standards 8.RL.1 8.RL.3 8.L.4 8.RL.9 8.W.10</p> | <p>Reading 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 Writing 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 style="text-align: center;">Week 11</p> | <p>Focus Standards 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. Supporting Standards 8.RL.1/8.RI.1 8.W.4</p> | <p>Reading 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 Writing 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 style="text-align: center;">Reading & Writing Functional Texts & Debate</p> | <p style="text-align: center;">Week 12</p> | <p>Focus Standards 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>Reading Fahrenheit 451 Does Paper Really Burn at 451 Degrees Fahrenheit- Article (found in ELA 8 drive folder) Writing 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 – https://www.youtube.com/watch?v=GcKekA6rmMU - 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 style="text-align: center;">Week 13</p> | <p>Focus Standards 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>Reading Bill of Rights–EOL pg. 224 Don't Know Much About Liberty – EOL pg. 226 Fahrenheit 451 Writing Introduce Debate Topic: No/limited rights (totalitarian- like the book) versus democratic government? Which would you want to live in, why? - Debate prep & 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 (https://www.youtube.com/watch?v=YJpeyVMTx4)</p> |

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| | <p>Week 14</p> <p>Focus Standards 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. c. Pose questions that connect the ideas of several speakers and respond to others' contributions to the discussion. Supporting Standards 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. c. Pose questions that connect the ideas of several speakers and respond to others' contributions to the discussion.</p> | <p>Reading & Writing Fahrenheit 451 Writing Debate: Limited rights (totalitarian- like the book) versus democratic government? Which is better and why? - Debate prep & 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 & Writing Argumentative Writing</p> | <p>Week 15</p> <p>Focus Standards 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 Supporting Standards 8.RL.1 8.RL.4 8.L.3</p> | <p>Reading Fahrenheit 451 Writing 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: https://www.weareteachers.com/making-a-claim-teaching-students-argument-writing-through-close-reading/ Argumentative Writing Resource Checklist: http://readwritethink.org/files/resources/lesson-docs/EBAchecklist.pdf?_ga=2.168221795.395801233.1524850974.1099306873.1524850974</p> |
| | <p>Week 16</p> <p>Focus Standards 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 effectively to inform and influence others.</p> | <p>Reading Fahrenheit 451 PC – Lesson 8 - Scientific & 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) Writing Argumentative essay - Writing & 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>Week 17</p> | <p>Teacher Choice</p> | | |
| | <p>Week 18</p> <p>Focus 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.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. Supporting Standards 8.RL.1 8.W.9 8.W.10</p> | <p>Reading Review Quarter 2 Reading Assessment - Short answer content based questions Writing 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> | |

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| <p>Week 19</p> | | <p>Tested Standards All Q1 Standards plus: RI.1, RI.2, RI.4, RI.5, RI.8, SL.1, SL.3 L.3, L.4</p> | <p>CBAS II Assessment (multiple choice) - counts for the quarter 2 reading assessment</p> <p>Writing 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>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"</p> | | | | | |
| <p style="text-align: center;">Quarter 3</p> | | | | | |
| <p>Week 20</p> | | <p>Focus Standards 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>Reading Lord of the Flies</p> <p>Writing PC – Lesson 7 & 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>Week 21</p> | <p>Reading No</p> | <p>Focus Standards 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>Reading Lord of the Flies</p> <p>Writing Research Essay (Planning & 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>Focus Standards 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>Supporting Standards 8.L.2 8.L.3 8.L.6 8.W.9</p> | <p>Reading Lord of the Flies</p> <p>Writing Research Essay (Writing & 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> | |

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| | <p>Week 23</p> | <p>Focus Standards 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. Supporting Standards 8.RL.4 8.RL.6 8.W.9 8.W.10</p> | <p>Reading Lord of the Flies Writing 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>Week 24</p> | <p>Focus Standards 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.3 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. Supporting Standards 8.RL.1/8.RI.1 8.RL.4 8.RL.5 8.W.9 8.W.10</p> | <p>Reading & Writing 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>Week 25</p> | <p>Focus Standards 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. Supporting Standards 8.RL.1/RI.1 8.RL.4 8.RL.6 8.W.9 8.W.10</p> | <p>Reading & Writing 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>Novel & Historical Texts & Informative Writing</p> | <p>Week 26</p> | <p>Focus Standards 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. Supporting Standards 8.L.2 8.L.3</p> | <p>Reading & Writing 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> | |

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| | Week 27 | <p>Focus Standards</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.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.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>Supporting Standards</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.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.W.2 Write informative/explanatory texts to</p> | <p>Reading & Writing</p> <p>Animal Farm Animal Farm - Clip 1:03-end (https://www.youtube.com/watch?v=Q_r_z66yQoI0) Old Soldiers Never Die—ROG pg. 333</p> <p>Quarter 3 Reading Assessment - Short answer content based questions</p> <p>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</p> <p>- Why do you think the movie has a different ending than the novel? Explain</p> <p>- What was the purpose of General Douglas MacArthur's speech "Old Soldiers Never Die?" Explain</p> | |
| | Week 28 | <p>Tested Standards</p> <p>All Q1 & 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> | | |
| Quarter 3 Informative Writing Prompt: How Does Napoleon Stay in Charge (DBQ Project) | | | | | |
| Quarter 4 | | | | | |
| | Week 29 | All Standards | <p>AzMerit Prep PC – Practice Test 1 *You may also use assessment data and Coach Digital resources for review materials.</p> | | |
| | Week 30 | All Standards | <p>AzMerit Prep Coach Digital Resources (Practice Questions & Assessments)</p> | | |
| Cultural Texts (Fict | Week 31 | <p>Focus Standards</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.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>Supporting Standards</p> <p>8.RL.1 8.RL.2 8.RL.4 8.W.9 8.W10</p> | <p>Reading</p> <p>Mrs. Flowers – EOL pg. 213</p> <p>Writing</p> <p>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</p> <p>- 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> | |
| | Week 32 | <p>Focus Standards</p> <p>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</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>Supporting Standards</p> <p>8.RL.1 8.RL.4 8.W.9 8.W10</p> | <p>Reading & Writing</p> <p>Who's That Boy- Boy Actors and Other Strange Things on the Shakespearean Stage - Article (found in drive ELA 8 Articles folder)</p> <p>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)</p> <p>- Who else wears a disguise— actual or figurative? - How does the characterization of the three women compare/differ?</p> | |
| | Week 33 | <p>Focus Standards</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>Supporting Standards</p> <p>8.RL.1 8.RL.4 8.W.9 8.W10</p> | <p>Reading & Writing Twelfth Night Act 3</p> | <p>- Is the play about love or something else altogether? Explain</p> <p>- 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> | |

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| Drama & Informative Writing | Week 34 | <p>Focus Standards 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 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. Supporting Standards 8.RL.1 8.RL.6 8.RL.4 8.W.2</p> | <p>Reading & Writing 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>Focus Standards 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.2a. 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.RL.1 8.RL.4 8.W.9 8.W.10</p> | <p>Reading & Writing Twelfth Night Act 5 Quarter 4 Essay</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>Focus Standards 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. Supporting Standards 8.L.3 8.L.2</p> | <p>Reading Review Quarter 4 Reading Assessment - Short answer content based questions Writing 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 | Post Assessment- Galileo (multiple choice) - counts for the quarter 4 reading assessment | Week 38 +A45:F48 | |
| <p>Quarter +A45:F484 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 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Short Stories & Writing Foundations | Week 1 | <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.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. | Most Dangerous Game -- EOL 19 Performance Coach (PC) -- Lesson 1 - Fiction | - 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 | |
| | Week 2 | <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.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. <u>Supporting Standards</u> 9-10.RL.1 9-10.RL.4 | <u>Pretest -- Galileo</u> Most Dangerous Game -- EOL 19 | - 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. | Being Prey -- EOL pg. 90 |

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| <p>Foundations</p> | <p>Week 3</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.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.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 &</p> | <p>Week 4</p> | <p><u>Focus Standards</u> 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. <u>Supporting Standards</u> 9-10.L.1b</p> | <p>PC -- Lesson 14 - Write a Narrative Begin the Narrative Essay - 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> | | |

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| <p>Historical Fiction & Nonfiction</p> | <p>Week 5</p> | <p>Focus Standards 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 Supporting Standards 9-10.RL.1/RI.1</p> | <p>Thank You, M'am--EOL pg. 137 Ain't I A Woman? -- EOL pg. 537 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>Week 6</p> | <p>Focus Standards 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. Supporting Standards 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> | |

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| Leadership Text | Week 7 | <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.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. <u>Supporting Standards</u> 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> | |
| | Week 8 | <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. <u>Supporting Standards</u> 9-10.RI.3 9-10. SL.1</p> | <p>Six Thinking Hats Quarter 1 Assessment - Optional Practice Essay (paper & pencil) -- standards based</p> | <p>- What are the benefits of using the Six Thinking Hats method? Explain</p> | |
| | Week 9 | <p>Tested Standards RL.1 & RI.1, RL.2 & RI.2, RL.3 & RI.3, RL.5, L.1, L.2, SL.1</p> | <p>Quarter 1 Assessment - Galileo - Multiple Choice</p> | | |
| 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 | | | | | |
| Quarter 2 | | | | | |

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| <p>Research Skills & Writing</p> | <p>Week 10</p> | <p><u>Focus Standards</u> 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 & 15 -Write a Response to Nonfiction -Research Skills</p> <p>Begin the Research Essay - 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>Week 11</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. 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. <u>Supporting Standards</u> 9-10.W.6</p> | <p>PC -- Lesson 16 -- Write an Informative or Explanatory Text</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, Worshipping Gods, etc.)</p> | |

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| | <p>Week 12</p> | <p>Focus Standards 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 & 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>Week 13</p> | <p>Focus Standards 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. Supporting Standards 9-10.RL.7</p> | <p>Ode on a Grecian Urn (found in quarter 1 folder) Hero's Journey/Monomyth- Ted Video (https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-237128) 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> | |

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| Poetry | Week 14 | <p>Focus Standards 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>Supporting Standards 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> | <p>- Compare and contrast mental strength with physical strength. - When is Odysseus' mental strength more beneficial than his physical strength (and vice versa)? Explain - Is literature based on reality?</p> | |
| | Week 15 | <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, oxymoron) in context and analyze their role in the text.</p> | <p>PC: -- Lesson 2 - Poetry</p> | | <p>Introduce Poetry out Loud (resources found in drive)</p> |

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| | <p>Week 16</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>Week 17</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 & 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>Week 18</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 Quarter 2 Assessment -Essay (paper & 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>Week 19</p> | <p><u>Tested Standards</u> All Q1 Standards plus RL.4, RL.6, L.3, L.4, L.5.</p> | <p>Quarter 2 Assessment -Galileo - 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 | | | | | |
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| | Week 20 | <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.</p> <p><u>Supporting Standards</u> 9-10.RI.7 9-10.RI.4 9-10.RI.5</p> | <p>Poetry out Loud-- Class Competition</p> <p>FDR's First Inaugural Address (found in the To Kill a Mockingbird drive folder) FDR's First Inaugural Address audio (http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html) Race relations in the 1930s and 1940s- Article (found in the TKAM drive folder)</p> <p>PC -- Lesson 6 - Persuasive Texts</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> | A Brief History of Jim Crow - Article (found in the TKAM drive folder) |
| | 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.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><u>Supporting Standards</u> 9-10.RL.1</p> | <p>To Kill A Mockingbird (TKAM) ch. 1-3</p> <p>*Poetry Out Loud-- Class Finalists Competition (after school)</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> | |
| | 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.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.</p> <p><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> | |

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| <p>Novel & Articles (social, scientific, historical)</p> | <p>Week 23</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 *Poetry Out Loud: School Competition held at each individual high school</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>Week 24</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> | |

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| | <p>Week 25</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.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.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 & Argumentative Writing</p> | <p>Week 26</p> | <p><u>Focus Standards</u> 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 <u>Supporting Standards</u> 9-10.W.5 9-10.W.6 9-10.W.9</p> | <p>PC -- Lesson 17 - Write an Argument Begin the quarter three DBQ Essay</p> | <p>- Is Mayella Ewell Powerful? Why/How? Explain</p> | |

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| | Week 27 | <p>Focus Standards 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.</p> <p>Supporting Standards 9-10.RL.1</p> | TKAM ch 26-31 | <p>- 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</p> | |
| | Week 28 | <p>Tested Standards All Q1& Q2 Standards plus RI.4, RI.5,RI.6,RI.8,RI.9, RL.9,W.1, W.4, SL.3,L.6</p> | Quarter 3 Assessment - Multiple Choice (galileo) | | |
| Quarter 3 Argumentative Essay Prompt- Is Mayella Ewell Powerful, why or why not? Focus on race, gender, and class? (DBQ) OR | | | | | |
| Quarter 4 | | | | | |
| AzMerit Prep & Intro. to Shakespeare | Week 29 | <p>AzMerit Prep & 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> | <p>William Shakespeare's Life- A Genius from Stratford-- EOL pg. 798 Shakespeare and His Theater: A Perfect Match -- EOL pg. 800</p> <p>AZ Merit Prep PC -- Unit 1 & 2 Review</p> | - How does the stage arrangement of the Globe theater affect the performance of the play? Explain | |
| | Week 30 | <p>AzMerit Prep & 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> | <p>PC -- Lesson 3 - Drama</p> <p>Reading Shakespeare Aloud -- EOL pg. 802 Romeo and Juliet Prologue</p> <p>AZ Merit Prep PC- Unit 3 & 4 Review</p> | - What are the benefits of a prologue where the entire play is summarized, including the ending? Explain | |

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| Drama | Week 31 | <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.</p> | Romeo and Juliet-Act I Film Clip: scene i-iii | <ul style="list-style-type: none"> - What are the differences between viewing literature and reading it? Explain - What are the differences in format between a novel and a drama? Explain - Why does Shakespeare choose to open the play with a violent street fight? Explain | |
| | Week 32 | <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.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. <u>Supporting Standards</u> 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> | Romeo and Juliet-Act I Romeo & Juliet Debate: - Is the rivalry/conflict between the Capulets and Montagues justified? | <ul style="list-style-type: none"> - How does conflict arise? Why? Explain - What does it mean to be a member of a family? Why is it significant? Explain - Does the conflict between the families seem justified? Why or why not? Explain | |

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| Drama | Week 33 | <p>Focus Standards 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.</p> <p>Supporting Standards 9-10.RL.1</p> | Romeo and Juliet-Act II | <ul style="list-style-type: none"> - How does age affect perspective [friendship, relationships (parent/child, etc.), rivalry, love, revenge]? Explain - How does Shakespeare use the motif of light/dark to progress the plot? Why do you think he does this? Explain - What qualities does Romeo give to Juliet by using light as a symbol for her? Why do you think he does this? Explain | |
| | Week 34 | <p>Focus Standards 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>Supporting Standards 9-10.W.4 9-10.W.9 9-10.L.2 9-10.L.4</p> | Romeo and Juliet-Act III Film Clip: scene iii Love and the Brain -- (article found in Romeo and Juliet drive folder) | <ul style="list-style-type: none"> - How does not having a prologue in Act III affect the audience's response to what is going to happen? Explain - How do Romeo and Mercutio and/or Juliet and the Nurse view love? How do those differences impact their action? Explain - What is the relationship between love and loyalty? Explain | |
| | Week 35 | <p>Focus Standards 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.</p> <p>Supporting Standards 9-10.W.4 9-10.L.1 9-10.L.5</p> | Romeo and Juliet-Act IV Film Clip: scene i-iii | <ul style="list-style-type: none"> - Should your wants take precedence over family loyalty or even friendship? Explain - What are Juliet's responsibilities as a daughter, and Capulet's as a father? Explain - Does love (romantic, familial, platonic) require sacrifice? Explain | |

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| Drama & Argumentative Essay | Week 36 | <p>Focus Standards 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. 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. 9-10.W.9 Draw evidence from literary or</p> | Romeo and Juliet-Act V Begin the quarter four argumentative essay 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 | |
| | Week 37 | | Teacher Choice | | |
| | Week 38 | <p>Tested Standards All Standandards</p> | <p>Post - Assessment -- Galileo - Multiple Choice (galileo)</p> | | |
| 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. | | | | | |

| English 9 Honors Curriculum Map 2018-19 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| | 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.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>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>Pre-Test -- Galileo 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> |

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| Short Stories & Narrative Writing | Week 3 | <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> | Most Dangerous Game -- EOL pg. 19 PC -- Lesson 14 - Write a Narrative | - 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 | |
| | Week 4 | <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> | Most Dangerous Game -- EOL pg. 19 Begin the Narrative Essay 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. | - How/when does Rainsford's ideals of hunting change? Why? Explain - How/when does General Zaroff's ideals of Rainsford change? Why? Explain | |

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| | <p>Week 5</p> | <p>Focus Standards 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. Supporting Standards 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 (http://amhistory.si.edu/perfection/non-flash/removal_main.html)</p> |
| | <p>Week 6</p> | <p>Focus Standards 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). Supporting Standards 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 (https://www.loc.gov/collections/ansel-adams-manzanar/about-this-collection/)</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> |

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| <p>oir&Historical Text</p> | <p>Week 7</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 (http://amhistory.si.edu/perfection/non-flash/loyalty_main.html)</p> |
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| | <p>Week 8</p> | <p>Focus Standards 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. Supporting Standards 9-10.L.1b 9-10.L.2b</p> | <p>Farewell to Manzanar ch.16-22</p> <p>Quarter 1 Assessment - 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>Week 9</p> | <p>Tested Standards RL.1 & RI.1, RL.2 & RI.2, RL.3 & RI.3, RL.5, RI.4, L.1, L.2, SL.1</p> | <p>Quarter 1 Assessment - 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>Quarter 2</p> | | | | | |
| | <p>Week 10</p> | <p>Focus Standards 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</p> <p>Begin the Research Essay - 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> | |

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| <p>Research Skills & Writing</p> | <p>Week 11</p> <p>Focus Standards 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). Supporting Standards 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>Week 12</p> | <p>Focus Standards 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 & 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, Worshiping Gods, etc.)</p> | |
| | <p>Week 13</p> | <p>Focus Standards 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. Supporting Standards 9-10.RL.7</p> | <p>Ode on a Grecian Urn - Poem (found in quarter 1 folder) Hero's Journey/Monomyth- Ted Video (https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-237128) 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> |

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| | <p>Week 14</p> | <p>Focus Standards 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. Supporting Standards 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 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> |
| | <p>Week 15</p> | <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, oxymoron) in context and analyze their role in the text.</p> | <p>Introduce Poetry out Loud (resources found in drive) -- Optional</p> | | |

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| Poetry | <p>Week 16</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.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> | <p>- Does Odysseus' internal conflict over Circe support his epic hero qualities or humanize him? Explain - What do the "sirens" in Atwood's poem and in The Odyssey symbolize? Explain - How does Atwood's poem oppose or support the role of women/patriarchal values in Greek culture? Explain - How is Circe characterized and does this support the traditionally held role of women/patriarchal values in Greek culture? Explain - How is hospitality and respect established as a key value of The Odyssey/the epic? Explain - How is it different to survive as an individual versus a group? Explain</p> | <p>PC -- Lesson 12 - Write a response to Literature</p> |
| | <p>Week 17</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 & 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 - Does Odysseus' choices make a difference? Explain - Which aspects of Odysseus would still be considered heroic today (and which seem to be more a specific aspect of Ancient Greek culture)? Explain</p> | |

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| | <p>Week 18</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 Quarter 2 Assessment- Short Answer Responses (content based)</p> | | |
| | <p>Week 19</p> | <p><u>Tested Standards</u> All Q1 Standards plus RL.4, RL.6, L.3, L.4, L.5</p> | <p>CBAS II Assessment - Multiple Choice (galileo)</p> | | |
| <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, Warfare, Worshiping)</p> <p style="text-align: center;">Quarter 3</p> | | | | | |
| | <p>Week 20</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>Poetry out Loud-- Class Competition 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 & 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> |

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| | <p>Week 21</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 & Juliet Debate: - Is the rivalry/conflict between the Capulets and Montagues justified?</p> <p>*Poetry Out Loud-- Class Finalists Competition (after school)</p> | <p>- What are the differences between viewing literature and reading it? Explain - Why does Shakespeare choose to open the play with a violent street fight? Explain - How does the play set a tone of tension and humor? Explain - What poetic structure is used when Romeo and Juliet first meet and why is it fitting for the context? Explain - What metaphor does Romeo and Juliet use when they first meet and why is it fitting for the context? Explain</p> | <p>PC -- Lesson 3 - Drama</p> |
| | <p>Week 22</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> | <p>- How is the tragedy of the two lovers reflected in the balcony stage arrangement? Explain - How does Shakespeare use the motif of light/dark to progress the plot? Why does he do this? Explain - What qualities does Romeo give to Juliet by using light as a symbol for her? Why does he do this? Explain - How does age affect perspective [friendship, relationships (parent/child, etc.), rivalry, love, revenge]? Explain</p> | <p>PC -- Lesson 5 - Articles</p> |

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| Drama & Argumentative Writing | Week 23 | <p>Focus Standards 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). Supporting Standards 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>*Poetry Out Loud: School Competition held at each individual high school</p> | <p>- How does the absence of a prologue affect the audience response to the events in Act III? Explain - In what ways is Mercutio a foil character to Romeo? Explain - What is the correlation between love and loyalty? Explain</p> | <p>PC -- Lesson 8 - Scientific and Technical Texts</p> |
| | Week 24 | <p>Focus Standards 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. Supporting Standards 9-10.W.4 9-10.L.1 9-10.L.5</p> | <p>Romeo and Juliet-Act IV & V Film Clip: scene i-iii</p> | <p>- Should your wants take precedence over family loyalty or even friendship? Explain - How do societal norms regarding marriage impact the relationship between Juliet and her father? How would those societal norms be experienced today? Explain - Does love (romantic, familial, platonic) require sacrifice? Explain - How do the major character(s) behavior contribute to the tragedy? Explain - Explain, how fate and free will impact one's life?</p> | <p>PC -- Lesson 17 - Write an Argument From the Juliet Club -- EOL pg. 978</p> |

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| | <p>Week 25</p> <p>Focus Standards 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 & 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>Week 26</p> <p>Focus Standards 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> | |

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| Leadership Text | Week 27 | <p>Focus Standards</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.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.</p> <p>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.</p> <p>9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Six Thinking Hats</p> <p>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>Tested Standards</p> <p>All Q1 & Q2 Standards plus RL.9, RI.5, RI.6, RI.8, SL.3, L.6</p> | <p>Quarter 3 Assessment - Multiple Choice (galileo)</p> | | |
| Quarter 3 Argumentative Essay Prompt- Who's to blame for the deaths of Romeo and Juliet? (DBQ) | | | | | |
| Quarter 4 | | | | | |
| AzMerit Prep & Historical Texts | Week 29 | <p>AzMerit Prep &</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>AzMerit Review PC - Practice Test 1 OR - Lesson 10</p> <p>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>AzMerit Prep &</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.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>9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.</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</p> | <p>AzMerit Review PC -- Lesson 6 - Persuasive Texts</p> <p>FDR's First Inaugural Address (found in the TKAM drive folder) FDR's First Inaugural Address audio (http://www.fdrlibrary.marist.edu/archives/collections/utterancesfdr.html)</p> | <p>- Why is it important to understand the background information before (and during) reading the novel? Explain</p> | |

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| Novel & Articles | Week 31 | <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 | <p>- Do our individual choices and actions come from within or are they shaped by society? Why Explain - Why would Harper Lee choose to have the novel told in first person point of view (from Scout's perspective)? Explain</p> | |
| | Week 32 | <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 Deportment, or the Manners, Conduct, and Dress of Refined Society - Article (found in the TKAM drive folder) | <p>- Analyze Atticus' parenting style? Compare it to the parenting style of the 1930s and today? Explain - Why is his parenting style a 'concern' or a discussed topic around town and in his family? Explain - How is an individual influenced by the past? Explain - How do we define the roles of men and women? Explain</p> | |
| | Week 33 | <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)</p> <p>TKAM ch 10-16 The Secret Latina -- EOL pg. 461</p> | <p>- Is Lee's use of symbolism in chapter 10 effective? Explain - How does labeling and stereotyping influence perspective? Explain - Which characters break through the behavior expected of them, showing individuality and exposing the falseness of labeling people? Why? Explain - How does reading an article for a literary purpose compare to reading a scientific/technical text? Explain</p> | |

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| | <p>Week 34</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 -Article (found in TKAM drive folder) The New York Times Scottsboro Case - Article (found in To Kill A Mockingbird drive folder)</p> | <p>- What responsibility do individuals have to protect the innocent? Explain - How does the towns reaction to the trial inform your view about humanity? Explain - Are justice and fairness conflicting concepts in the novel (or in the trial)? Explain - What appeals does Atticus, Mayella, and Mr. Gilmer use during the trial? Explain</p> | <p>Who were the Scottsboro Boys- Article (found in the To Kill a Mockingbird drive folder)</p> |
| | <p>Week 35</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.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> | <p>- Explain what power and limitations exist within the legal system according to Atticus, Jem, and Scout? Explain - How does one know when justice has been achieved? Explain - How does Maycomb function as a character, with her own personality, rather than just a setting/backdrop of the novel's events? Explain</p> | |

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| Novel & Argumentative Writing | Week 36 | <p>Focus Standards 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.</p> <p>Supporting Standards 9-10.L.1 9-10.L.2 9-10.L.3</p> | Quarter 4 Essay | | |
| | Week 37 | <p>Focus Standards 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.</p> <p>Supporting Standards 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) | <ul style="list-style-type: none"> - 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 | All Standards | 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 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Literature Foundations (Origins, Biblical, Historical) | Week 1 | <p><u>Focus Standards</u> 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. 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.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.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 Sumerian Tablets -- EOL 34 Epic of Gilgamesh -- EOL pg. 20</p> <p>Writing Sample - Question: How are we influenced by literature?</p> | <p>- How are we influenced by literature? Explain - 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 (https://www.youtube.com/watch?v=HbZ2asfyHcA)</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.RL.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.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.2b. Use a colon to introduce a list or quotation. 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. 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>Pretest- Galileo Noah and the Flood -- EOL pg. 59 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 - 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> |

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| | <p>Week 3</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"> - What is the significance of the statement "beware the ices of March"? Explain using textual evidence - Why does Cassius try to influence Brutus to oppose Caesar? Explain using textual evidence - Compare and contrast Caesar's description/view of Cassius compared to Cassius' view/description of Caesar. - How is weather used to help set the tone of the play? Explain using textual evidence | <ul style="list-style-type: none"> - Ambiguity in Iambic Pentameter- Lesson (found in Julius Caesar drive folder) - Julius Caesar - audio (https://www.youtube.com/watch?v=hUEuh0U9OGU) |
| | <p>Week 4</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"> - Why does Brutus and his co-conspirators decide not to assassinate Mark Antony? Explain using textual evidence - 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 | <ul style="list-style-type: none"> - Coach Digital -- Online ELA 10 Lesson 3: Drama |
| | <p>Week 5</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"> - Was Caesar's assassination an act to promote justice, why or why not? Explain using textual evidence - Why does Mark Antony repeat the phrase "honorable men" numerous times during his address to the crowd? Explain using textual evidence - How does Shakespeare use pathos, logos, and ethos in his writing? Explain using textual evidence | <ul style="list-style-type: none"> - Coach Digital -- Online ELA 5 Lesson 8: Reading Articles - Marc Antony's address to the crowd - video (https://www.youtube.com/watch?v=7X9C55TkUP8) |

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| na&Narrative Writing | <p>Week 6</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 - https://www.youtube.com/watch?v=mQQh115qAM E (1:19-1:26) Begin the Q1 Essay - Write a narrative portraying yourself or someone else as the tragic hero in your own life story.</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>Week 7</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 & Editing</p> |

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| | <p>Week 8</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 Quarter 1 Assessment - Optional Practice Essay (paper & pencil) -- standards based</p> | | |
| | <p>Week 9</p> | <p><u>Tested Standards</u> RL.1 & RI.1, RL.2 & RI.2, RL.3, RL.5, W.3, SL.1, SL.3, L.1, L.2</p> | <p>Quarter 1 Assessment - Galileo - Multiple Choice</p> | | |
| <p>Quarter 1 Narrative Essay Prompt: Write a narrative portraying yourself or someone else as the tragic hero in your own life story.</p> | | | | | |
| <p style="text-align: center;">Quarter 2</p> | | | | | |
| <p>Leadership Text</p> | <p>Week 10</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> | |

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| | <p>Week 11</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> | <p>- What role do excuses play in our ability to be a successful leader? - Are you an "in" or "out" of the box thinker? - How can you get out of a box you are in? - How can you use the qualities of strong leadership in the real world?</p> | |
| | <p>Week 12</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> | <p>- How does literature shape or express cultural ideas/beliefs? - How was Gandhi influenced by the writings in the Bhagavad- Gita? - How does McGeary view Gandhi and his work? Explain using examples from the text.</p> | <p>- Feel free to choose additional poems from this chapter to discuss. - Coach Digital -- Online ELA 10 Lesson 32: Word Choice Style Tone and Clarity</p> |

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| 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 (http://www.poetryoutloud.org/about) ** 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> |

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| Asian Literature & Research Skills & Writing | Week 16 | <p><u>Focus Standards</u> 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>Begin the Q2 Essay - 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 & justice. The song must be approved by the instructor prior to beginning the essay. (No explicit lyrics or ideas)</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 --> 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><u>Focus Standards</u> 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>Quarter 2 Assessment -Essay (paper & pencil) -- standards based</p> | | |
| | Week 18 | | Teacher Choice | | |

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| | 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: | | | | | |
| Quarter 3 | | | | | |
| African & Southwest Asian Literature & Articles | Week 20 | <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 | Poetry Out Loud Practice - focus on tone, inflection, and pacing Poetry Out Loud- Class Competitions Intro to Time Period--EOL pg. 488 | - How have African Kingdoms and Arab Empires shaped both the history and culture of the world? | |
| | Week 21 | <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 | 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 *Poetry Out Loud-- Class Finalists Competition (after school) | - 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 (https://www.coachdigital.com/teacher/viewInstructionResource.html?resourceID=152371&productID=248&productIDStr=&resourceDesc=1&keyword=fiction&searchType=1) |
| | Week 22 | <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 | 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) | - 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 | |

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| <p>Novel & Argumentative Writing</p> | <p>Week 23</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. <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) *Poetry Out Loud-- School Wide Competition, held individually at each high school</p> | <p>- How does Achebe use the first few chapters to set the tone of the novel?</p> | |
| | <p>Week 24</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.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 & Argument</p> |
| | <p>Week 25</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.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) Begin the Q3 Essay - Were Europeans justified in promoting imperialism and encouraging the Ibo people to embrace European culture and religion? Why or why not?</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> |

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| | Week 26 | <p>Focus Standards 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. Supporting Standards 9-10.W.5 9-10.W.6 9-10.L.1 9-10.L.2</p> | <p>Things Fall Apart Q3 Essay</p> | - Is Okonkwo a villain, victim, or tragic hero? Explain | |
| | Week 27 | | <p>Quarter 3 Assessment -Essay (paper & pencil) -- standards based</p> | | |
| | Week 28 | <p>Tested Standards All Q1 & Q2 Standards plus RL.6,RL.9,RI.5, RI.6, W.1, W.4, L.6</p> | <p>Quarter 3 Assessment - Galileo - Multiple choice</p> | | |
| <p>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?</p> | | | | | |
| <p>Quarter 4</p> | | | | | |
| AzMerit Prep & Introduction to 1940s | Week 29 | <p>All Standards AzMerit Prep & 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>AZMerit Review 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> |
| | Week 30 | | | | |
| Memoir | Week 31 | <p>Focus Standards 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. Supporting Standards 9-10.SL.1 9-10.L.4 9-10.L.5</p> | <p>Night Wiesel Interview -- start at 1:45-3:40 & 4:58-5:15 (https://www.youtube.com/watch?v=uOXqTJ3nqCU&has_verified=1)</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> | |

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| | <p>Week 32</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 Begin the Q4 Essay - Holocaust Writings: How Does One Say [express] the Unspeakable? (DBQ)</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>Novel</p> | <p>Week 33</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>Week 34</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> | |

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| | Week 35 | <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> | <p>1984 Why Do People Follow the Crowd- Article (found in 1984 folder located in the drive)</p> | <ul style="list-style-type: none"> - How does Winston's relationship with Julia lead to his own growth and awareness regarding life and the Party? - Are the citizens at fault for the corruption of their society? - Does war really lead to peace as explained by Goldstein, or is it a paradox? - Is it right for the government to control through fear? | |
| | Week 36 | <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> | <p>1984</p> | <ul style="list-style-type: none"> - During a torture session O'Brien describes Winston as the human spirit and then asks him to look in a mirror? - What is the purpose of this scene? - What is Orwell saying about the human spirit in this system? - Is Winston a heroic character? - Why does Orwell end the novel with Winston proclaiming his love of Big Brother? | |
| | Week 37 | | Teacher Choice | | |
| | Week 38 | <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 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Literature Foundations (Origins, Biblical, Historical) | Week 1 | <p><u>Focus Standards</u> 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. 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.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 Literature is the Mirror of Society- Article (found in ELA 10 articles drive folder) Sumerian Tablets -- EOL 34 Epic of Gilgamesh -- EOL pg. 20</p> <p>Writing Sample - Question: Is literature the mirror of society?</p> | <p>- How does culture shape literature and visa versa? - How are we shaped by literature? Is it the mirror of society?</p> | <p>- Watch and discuss the brief clip on cuneiform (https://www.youtube.com/watch?v=HbZ2asfyHcA)</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.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.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.2b. Use a colon to introduce a list or quotation.</p> | <p>Pretest - Galileo Noah and the Flood -- EOL pg. 59 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. - How is the theme developed through Noah and the Flood? What do you think is the purpose of this theme? Explain using textual evidence. - Compare and contrast the theme development in both flood stories.</p> | <p>- Noah's Ark Found in Turkey? - article (https://news.nationalgeographic.com/news/2010/04/100428-noahs-ark-found-in-turkey-science-religion-culture/) - Coach Digital -- Online Lesson 8:Reading Scientific and Technical Texts</p> |
| | Week 3 | <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.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.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.RL.1 9-10.RI.2</p> | <p>Intro to Time Period--EOL pg. EOL pg. 102, 104-105 About the Play: Julius Caesar- Article (found in Julius Caesar drive folder) Julius Caesar -- Act 1</p> | <p>- What is the significance of the statement "beware the ides of March"? Explain using textual evidence. - Analyze why Cassius tries to influence Brutus to oppose Caesar? - Compare and contrast Caesar's description/view of Cassius compared to Cassius' view/description of Caesar. - How does Shakespeare use weather in the play? Explain using textual evidence.</p> | <p>- Ambiguity in Iambic Pentameter- Lesson (found in Julius Caesar drive folder) - Julius Caesar - audio (https://www.youtube.com/watch?v=hUEuh0U9OGU)</p> |

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| | <p>Week 4</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> | <p>- What do we learn about Brutus and his co-conspirators when they are discussing the possible assassination of Mark Antony? Explain using textual evidence. - How does Shakespeare use this dialogue to shape your view of the co-conspirators? Explain in detail using examples from the play. - 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.</p> | <p>- Primary Source Spotlight: Plutarch's Lives of Noble Grecians and Romans- Lesson (found in Julius Caesar drive folder) - Coach Digital -- Online ELA 10 Lesson 3: Drama</p> |
| | <p>Week 5</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> | <p>- Was Caesar's assassination an act to promote justice, why or why not? Explain using textual evidence. - Why does Mark Antony repeat the phrase "honorable men" numerous times during his address to the crowd? Explain using textual evidence. - Compare and contrast Brutus and Antony's speeches identifying and analyzing their appeal (ethos, pathos, and logos)?</p> | <p>- Cutting Antony's Speeches- Lesson (found in Julius Caesar drive folder) - Coach Digital -- Online ELA 5 Lesson 8:Reading Articles - Marc Antony's address to the crowd - video (https://www.youtube.com/watch?v=7X9C55tkUP8)</p> |

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| Narrative Writing | Week 6 | <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>Begin the Q1 Essay - 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.</p> | | - Coach Digital -- Online ELA 10 Lesson 6: Writing Narratives |
| | Week 7 | <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 - https://www.youtube.com/watch?v=mQQh115qAME (1:19-1:26) Essay Editing & 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 |
| | Week 8 | <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 Quarter 1 Assessment - Optional Essay (paper & 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> | |
| | Week 9 | <p><u>Tested Standards</u> RL.1 & RI.1, RL.2 & RI.2, RL.3, RL.5, W.3, SL.1, SL.3, L.1, L.2</p> | <p>Quarter 1 Assessment -Galileo - Multiple Choice</p> | | |

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
Quarter 2

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| Leadership Text | Week 10 | <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"> - Analyze how we can deceive ourselves? - 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? | |
| | Week 11 | <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"> - What role do excuses play in our ability to be a successful leader? - Are you an "in" or "out" of the box thinker? How can we get out of a box we are in? - How can you use the qualities of strong leadership in the real world? | |
| Narrative Poetry | Week 12 | <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> | <p>Dante Overview - EOL pg. 645-647 -https://www.poets.org/poetsorg/poet/dante-alighieri - -https://www.poetryfoundation.org/poets/dante-alighieri 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)</p> | <ul style="list-style-type: none"> - How does the time period shape Dante's writing? | <ul style="list-style-type: none"> - Dante Resources (http://etcweb.princeton.edu/dante/pdp/) - Coach Digital -- Online ELA 10 Lesson 2:Reading Poetry |
| | Week 13 | <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"> - Analyze how Dante uses symbolism and allusion to develop his allegory? - Analyze how Virgil represents the definition of human reason. | |

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| | <p>Week 14</p> | <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.RL.9 Analyze how an author draws on and transforms source material in a specific work. Supporting Standards 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"> - What does the number three represent and how is it used throughout the text? - What importance does Dante place on reason? What generalization can you make about Dante's view of reason? - Analyze why Dante chose betrayal as the greatest sin one could commit? (Relate back to Julius Caesar) - Explain how Judas's sin differs from that of Brutus and Cassius? | |
| | <p>Week 15</p> | <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, oxymoron) in context and analyze their role in the text.</p> | <p>Introduce Poetry Out Loud- resources found in drive -- Optional</p> | | |
| | <p>Week 16</p> | <p>Focus Standards 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. Supporting Standards 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"> - Analyze how Satan's three faces are used symbolically in the Divine Comedy. - How does Dante use setting and tone to develop the mood? - How does the mood change from one Canto to the next? Infer what Dante's purpose was in this change? - Analyze the title chosen by Dante, why is it called the Divine Comedy? | <ul style="list-style-type: none"> - Coach Digital -- Online ELA 10 Lesson 1: The Writing Process - Coach Digital -- Online ELA 10 Lesson 4: Writing Informative Texts |

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| Narrative Poetry & Research Skills & Writing | Week 17 | <p>Focus Standards</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>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain - specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p> <p>Supporting Standards</p> | Informative Research Essay | | - Coach Digital – Online ELA 10 Lesson 32: Word Choice Style Tone and Clarity |
| | Week 18 | <p>Focus Standards</p> <p>9-10.W.2 d. Use precise language and domain - specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>9-10.L.3 a. Write and edit work so that it conforms to the guidelines in a style manual.</p> <p>9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Supporting Standards</p> <p>9-10.W.5</p> <p>9-10.W.6</p> <p>9-10.L.1</p> <p>9-10.L.2</p> | <p>Informative Research Essay</p> <p>Work on Poetry out Loud - tone, inflection, and pacing</p> <p>Quarter 2 Assessment -Essay (paper & pencil) -- standards based</p> | | |
| | Week 19 | <p>Tested Standards</p> <p>All Q1 Standards plus RL.4, RL.9, RI.3, RI.8, L.3, L.4, L.5</p> | <p>Quarter 2 Assessment -Galileo - Multiple Choice</p> | | |

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

Quarter 3

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| <p>Novel & Argumentative Writing</p> | <p>Week 20</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.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>Work on Poetry out Loud - recitation practice, tone, inflection, and pacing</p> <p>Poetry Out Loud- Class Competitions</p> | | |
| | <p>Week 21</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.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.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> | <p>- How does one's experience affect their perspective on humanity/life? - How does Frankenstein exemplify the literary focus of the period: Romanticism, Naturalism, Realism? Explain</p> | <p>- Romanticism (https://penlighten.com/romanticism-in-literature) - Coach Digital -- Online ELA 10 Lesson 1: Reading Fiction</p> |
| | <p>Week 22</p> | <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.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. <u>Supporting Standards</u> 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) *Poetry Out Loud-- Class Finalists Competition (after school)</p> | <p>- Analyze what it means to be human? - What function does the frame story of Walton, the explorer, have on the novel? Explain</p> | |
| | <p>Week 23</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. <u>Supporting Standards</u> 9-10.RL.1 9-10.W.10 9-10.W.9 9-10.L.1 9-10.L.2</p> | <p>Frankenstein</p> | <p>- Does Frankenstein have an obligation to the monster to fulfill his request of making him a bride? Why or why not? - 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</p> | |

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| | <p>Week 24</p> <p><u>Focus Standards</u></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 & Argument</p> |
| | <p>Week 25</p> <p><u>Focus Standards</u></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>Begin argumentative essay</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> |

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| African & Southwest Asian Literature & Articles | Week 26 | <p>Focus Standards 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.</p> <p>Supporting Standards 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 | - What significant impacts can oral tradition have versus written literature? - Elephant Hunter, Take your Bow was originally used as oral tradition, how does it affect the interpretation of the purpose? - How do the poetic techniques, such as, refrain and rhythm, impact the tone of the subject matter? - How do each of these works reflect the culture of the writer? Explain | 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 Quarter 3 Assessment -Essay (paper & pencil) -- standards based | | - Short Story (Romanticism) |
| | Week 28 | <p>Tested Standards All Q1 & Q2 Standards plus RL.6, RI.4,RI.5, RI.6, W.1, W.4, L.6</p> | Quarter 3 Assessment -Galileo - Multiple choice | | |
| Quarter 3 Argumentative Essay Prompt: Who internalizes aspects of humanity. Frankenstein or the creature? | | | | | |
| Quarter 4 | | | | | |
| AzMerit Prep & Intro. to Dystopian Literature | Week 29 | All Standards | AZMerit Review | Coach Digital practice test, then go over misconceptions. | |
| | Week 30 | <p>AzMerit Prep & 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 | - Do individuals have the power to change society? Why or why not? - 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? | - 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>Focus Standards 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.</p> <p>Supporting Standards 9-10.L.5</p> | 1984 | - What is the significance of Winston's dreams? - Why does the author devote as much time as he does to Winston's dreams? - Are the citizens at fault for the corruption of their society? | |
| | Week 32 | <p>Focus Standards 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 | - Think about your own life who is in control: you, social media, your parents, or society? Explain why you think this? - What methods do governments use to control citizens? (fear, emotions, etc.) | |

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| Novel & Informative Writing | Week 33 | <p>Focus Standards 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 <i>mystery, tension, or surprise</i>.</p> | 1984 | <p>- Are Winston's acts of rebellion (or lack of actions) after discovering the truth of his society cowardly? Why or Why not? - What is the purpose of the romantic relationship between Winston and Julia? Follow up: How does the Party use these relationships? - Is Winston a heroic character? Why or why not?</p> | |
| | Week 34 | <p>Focus Standards 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.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. Supporting Standards 9-10.W.5 9-10.W.6 9-10.L.1 9-10.L.2</p> | 1984 | <p>Begin the essay: - 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?</p> <p>- Were the party members wrong to love Big Brother? Explain your answer using evidence. - What do you think Orwell's purpose was in writing 1984? Explain.</p> | The Message for Today in Orwell's 1984 - Article (found in 1984 folder located in the drive) |
| Memoir | Week 35 | <p>Focus Standards 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.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.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts. Supporting Standards 9-10.RI.4</p> | <p>Night Elie Wiesel - Nobel Peace Prize Speech (https://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-acceptance.html) Wiesel Interview -- start at 1:45-3:40 & 4:58:15 (https://www.youtube.com/watch?v=uOXqTJ3nqCU&has_verified=1)</p> | <p>- How does Elie use religion to define his identity? What might this suggest about his character? Explain</p> | |
| | Week 36 | <p>Focus Standards 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.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. Supporting Standards 9-10.RI.1 9-10.L.4 9-10.L.5</p> | <p>Night The Holocaust- videoclip (https://www.ushmm.org/wlc/en/media_nm.php?MediaId=3372&ModuleId=10005143)</p> | <p>- How does Elie's relationship with his father influence his time in the concentration camp? - What does Elie mean when he refers to his father as "his weak-point"? Why has he come to view love as a weakness? - How did Elie's loss of identity and freedom contribute to his desensitization of others?</p> | |

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| | <p>Week 37</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> | <p>- How did the will to live contribute to Elie's determination to appear strong? - Why does Elie end his memoir looking in the mirror, contemplating his emaciated body? - What lesson/lessons do you think Wiesel wants his readers to take away? Explain</p> | |
| | <p>Week 38</p> | <p><u>Tested Standards</u> All Standards</p> | <p>Post Assessment- Galileo- multiple choice</p> | | |
| <p>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?</p> | | | | | |

| English 11 On Level Curriculum Map 2018-19 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Early American Literature (Fiction & Nonfiction) | Week 18/6-8/10 | <p>Focus Standards</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> | <p>- Compare and contrast the written story to the Native American use of oral tradition?</p> <p>- Why are myths used to explain the unknown? Explain</p> | - Coach Digital -- Online ELA 11 Lesson 3: Writing Responses to Literature |
| | 78/15 - Early Rele | <p>Focus Standards</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>Pretest- Galileo</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> | <p>- How does Jonathan Edwards use fear to get his congregation to "repent"? Explain using textual evidence</p> <p>- Why did William Bradford use "plain-style" language for his journals instead of fancy, descriptive language? Explain</p> | - Coach Digital -- Online ELA 11 Lesson 15: Reason and Argument |

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| Narrative & Persuasive Texts & Narrative Writing | Week 38/20-8/24 | <p>Focus Standards</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</p> <p>Slavery & Middle Passage - film clip (https://www.youtube.com/watch?v=D3AT5_LwW0)</p> <p>Begin the Q1 Narrative Essay</p> <p>- 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 & Effects) - Ted Video (https://www.youtube.com/watch?v=3NXC4Q_4JVg)</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>Focus Standards</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, & 122-126</p> <p>The Crisis, No. 1 -- EOL pg. 130, & 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> |

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| | <p>4-9/79/3 - No school</p> | <p>Focus Standards 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>Focus Standards 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>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.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> | |

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| Leadership Text | 89/26 - Early Release | <p>Focus Standards 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.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>Tuesdays With Morrie Quarter 1 Assessment - Optional Practice Essay (paper & pencil) -- standards based</p> | <p>- What qualities make Morrie a strong leader? Explain</p> | |
| 1-10/410/4 - Early release PD10/5-10 | | <p>Tested Standards RL.4, RI.3, RI.4, RI.6, RI.9, L.1, L.2, L.4</p> | <p>Quarter 1 Assessment - Galileo - Multiple choice</p> | | |
| <p>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,</p> | | | | | |
| <p>Quarter 2</p> | | | | | |
| Stories & African Spirit | Week 10/10/15-10/19 | <p>Focus Standards 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.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. Supporting Standards 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</p> | <p>- How do both Washington Irving and Edgar Allan Poe create mood to set up the plot? Explain using textual evidence. - What romantic characteristics are used in both stories? Explain</p> | <p>- Coach Digital -- Online ELA 11 Lesson 1: Reading Fiction</p> |

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| | <p>2610/24 - Early R</p> | <p>Focus Standards 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. Supporting Standards 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>Novel, Narrative & Argumentative</p> | <p>Week 1210/29-11/2</p> | <p>Focus Standards 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. Supporting Standards 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>Week 1311/5-11/9</p> | <p>Focus Standards 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. Supporting Standards 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> |

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| <p>Argumentative Writing</p> | <p>to school 11/14- 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</p> | <p>Huck Finn Begin quarter 2 Essay</p> | <p>- How does Huck's view of Jim change throughout the story? Explain - Who is Twain's intended audience? - What themes does Twain explore in the novel? Explain</p> | <p>- Coach Digital -- Online ELA 11 Lesson 5: Writing Arguments - Coach Digital -- Online ELA 11 Lesson 32: Word Choice Style Tone and Clarity</p> |
| | <p>1/2011/21-11/23 - N</p> | <p>Focus Standards 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>Letter to His Son -- EOL pg. 496 A Diary from Dixie--EOL pg. 500 The Gettysburg Address-- EOL pg. 503</p> | <p>- How do the views between the union and confederate sides differ? Why? Explain using evidence from the texts. - Although brief, Lincoln's Gettysburg Address has had a lasting impact, why do you think this is the case? Explain</p> | <p>- EOL pg. 401-405 - Gettysburg Address Analysis -Video Clip (https://www.civilwar.org/learn/videos/gettysburg-address)</p> |

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| 19th Century Historical Texts & Poetry | Week 16 11/26-11/30 | <p>Focus Standards 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. Supporting Standards 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 & 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 17 12/3-12/7 | <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.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, & 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 18 12/10-12/14 | <p>Focus Standards 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 Quarter 2 Assessment - Essay (paper & pencil) -- standards based</p> | | |
| | <p>Week 19 12/17-12/21 12/19 & 12/21 - Early Release PD 12/24-1/4 - Winter Break</p> | <p>Tested Standards All Q1 Standards plus RL.1 & RI.1 , RL.2 & RI.2, RL.3, RL.5, RL.6, RI.8, W.1, W.9, L.3, L.5</p> | <p>Quarter 2 Assessment - Galileo - Multiple choice</p> | | |
| <p>Quarter 2 Argumentative Writing Prompt: Should the <i>Adventures of Huckleberry Finn</i> be banned or included in school curriculums? OR</p> | | | | | |
| <p>Quarter 3</p> | | | | | |

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| | <p>Week 2017-1/11</p> | <p>Focus Standards 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 11-12.SL.4 & 5</p> | <p>Poetry out Loud- Class Competition EOL -- pg. 746-749 Progressive Era: The Roaring Twenties -Article (found in Gatsby drive folder) The Great Gatsby</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 -- http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/ - Coach Digital -- Online ELA 11 Lesson - Lesson 10:Comparing Informational Texts</p> |
| | <p>Week 21 1/14-1/18 1/16 - Early Release PD</p> | <p>Focus Standards 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. Supporting Standards 11-12.RL.1 11-12.L.3 & 4</p> | <p>The Great Gatsby Gatsby --Film Clip (https://www.youtube.com/watch?v=QNI XVJIDBb4 OR http://www.no-ads-youtube.com/video/davidbray170/the-great-gatsby-party-scene?v=nMsacoc9DnQ) *Poetry Out Loud-- Class Finalists Competition (after school)</p> | <p>- How does Fitzgerald use symbolism in the novel (glasses, train & 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 & New York City (found in Gatsby Folder)</p> |

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| <p>Novel & Informative Writing & Debate</p> | <p>2-1/251/21- No sch</p> | <p>Focus Standards 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>Focus Standards 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 Gatsby Debate: - Is Nick a credible narrator? *Poetry Out Loud-- School Wide Competition, held individually at each high school</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 & Scientific Articles</p> | <p>2/8/26- Early release</p> | <p>Focus Standards 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.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 Supporting Standards 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 & The Dust Bowl- Article (found in article folder) The Grapes of Wrath excerpt -- EOL pg. 892 & 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 (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/dustbowl/dbphotos.html) - Grapes of Wrath & 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>2/15/2/13 - Early Release</p> | <p>Focus Standards 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 Hurston chose the title "Dust Tracks on a Road"?</p> | |

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| | 19-2/222/18- No sc | <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.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>Supporting Standards 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>Focus Standards 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>Quarter 3 Assessment - Essay (paper & pencil) -- standards based</p> | | |
| | 283/4-3/73/7- Early Release3/8-3/15 | <p>Tested Standards All Q1 & Q2 Standards plus RL.9, RI.5, RI.7,SL.1, SL.3,L.6</p> | <p>Review</p> <p>Quarter 3 Assessment - Galileo - Multiple choice (Galileo)</p> | | |
| Quarter 3 Informative Writing Prompt: How does Gatsby represent America in the 1920's (DBQ) | | | | | |
| Quarter 4 | | | | | |
| AzMerit Prep | <p>Week 29 3/18-3/22</p> <p>Week 30/3/25-3/29</p> | <p>All Standards All Standards</p> | <p>AzMerit Prep--Coach Digital Resources</p> <p>AzMerit Prep--Coach Digital Resources EOL pg. 1026-1031 & 1089-1093</p> | | |
| | <p>Week 31 4/1-4/6</p> <p>AzMerit</p> | <p>Focus Standards 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>Supporting Standards 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> |

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| Drama & Informative Writing | Merit4/10- Early Release | <p>Focus Standards 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 <u>specific choices on meaning and tone</u></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>Focus Standards 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. Supporting Standards 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>Focus Standards 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. Supporting Standards 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 35 4/29-5/3 | <p>Focus Standards 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. Supporting Standards 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) | |

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| Public Speaking | 105/8 - Early relea | <p>Focus Standards 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>Supporting Standards 11-12.W.5 11-12.L.1 11-12.L.2</p> | <p>Informative speech - Research and prep</p> | <p>- 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.)</p> | <p>- Secrets to A Great Speech - Ted Talk (https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks) - How to Use A Paper Towel - Ted Talk (https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel/discussion?_) - The Technology of Storytelling - Ted Talk (https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling)</p> |
| Week 37/5-13-5/17 | | <p>Focus Standards 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>Informative speech - Presentations</p> | | |
| <p>Week 38 5/20-5/24 5/24- Early Release Last day of school</p> | | <p>Tested Standards All Standards</p> | <p>Post Assessment- Galileo - Multiple choice</p> | | |
| <p>Quarter 4 Writing Prompt: The Crucible and McCarthyism: What Are the Parallels?(DBQ)</p> | | | | | |

| English 11 Honors Curriculum Map 2018-19 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| Early American Literature (Fiction & Nonfiction) | Week 18/6-8/10 | <p>Focus Standards</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> | EOL pg. 5, 15-18 The Sky Tree -- EOL pg. 19 Coyote Finishes His Work -- EOL pg. 22 The Blackfeet Genesis -- EOL pg. 24 | <ul style="list-style-type: none"> - Compare and contrast the written story to the Native American use of oral tradition? - Why are myths used to explain the unknown? Explain - How are archetypes used in these myths? Explain using textual evidence? - Do these myths share any commonalities with other creation or folk stories? Explain | - Coach Digital -- Online ELA 11 Lesson 3: Writing Responses to Literature |
| | 78/15 - Early Rele | <p>Focus Standards</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>Pretest- Galileo</p> <p>Sinners in the Hands of an Angry God -- EOL pg. 105 Of Plymouth Plantation -- EOL pg. 54</p> | <ul style="list-style-type: none"> - How does Edwards view humanity? Explain using textual evidence - Is Edwards' sermon effectively persuasive? Why or why not? - Why did William Bradford use "plain-style" language in his journals? Explain - Why does Bradford include Biblical allusions in his writing? What purpose does it serve? Explain | - EOL pg. 6-9, 51-52, 100 - Coach Digital -- Online ELA 11 Lesson 15: Reason and Argument |
| | Week 38/20-8/24 | <p>Focus Standards</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> | The Interesting Narrative of the Life of Olaudah Equiano -- EOL pg. 82 Slavery & Middle Passage - film clip (https://www.youtube.com/watch?v=D3A-T5_LwW0) | <ul style="list-style-type: none"> - How does writing in first person contribute to the storylike quality of the text? Is this effective? Why or why not? - How does Equiano's word choice contribute to the tone of the text? Explain - Why does Equiano end with an appeal to the colonists? Explain | Atlantic Slave Trade (Causes & Effects) - Ted Video (https://www.youtube.com/watch?v=3NXC4Q_4JVg) - Coach Digital -- Online ELA 11 Lesson 6: Author's Purpose |

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| Slavery Narratives & Narrative Writing | 18/29 - Early Release | <p>Focus Standards 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. Supporting Standards 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"> - How do Equiano and Douglass both portray the inhumane conditions of slavery in their narratives? - How are both Equiano's and Douglass' narratives used to influence the colonial American abolitionist movement? Explain - How does Douglass' writing style compare with the topic(s)/event(s) he is discussing? Explain (good opportunity to use a grammar lesson) - 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. | - Coach Digital -- Online ELA 11 Lesson 6: Writing Narratives |
| | 4-9/79/3 - No school | <p>Focus Standards 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 Begin the Narrative Essay | <ul style="list-style-type: none"> - Explain why Douglass references the interconnected ideas of violence and power throughout the Narrative? Is it effective? Why or why not? - How does Douglass' struggle against injustice influence the reader's perspective of the period? Explain | - Coach Digital -- Online ELA 11 Lesson 34:Editing and Revising |

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| Literature of a Changing America | Early Release PT | <p>Focus Standards</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.9 Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.</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, & 122-126</p> <p>The Crisis, No. 1 -- EOL pg. 130, & 132-135</p> <p>As NAFTA talks continue, your hamburger hangs in the balance - article (found in articles drive folder) OR 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?</p> <p>- 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?</p> <p>- 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>Focus Standards</p> <p>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.</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>Mini review lesson- Rhetorical Devices -- EOL pg. 440-441</p> <p>Aint I A Woman -- EOL pg. 442</p> <p>Declaration of Sentiments -- EOL pg. 158</p> <p>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>- Are these devices effective? Why or why not?</p> | <p>EOL pg. 204-209</p> <p>- Teacher Supplement</p> <p>https://craftx.org/sites/all/themes/craft_blue/pdf/Readers_Analysis_Color%20Coded%20Rhetorical_Analysis_of_Letter_from_Birmingham_Jail_p8.pdf</p> <p>-- do not hand this out to students</p> <p>The Autobiography of Benjamin Franklin -- EOL pg. 166</p> |

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| | <p>89/26 - Early Release</p> | <p>Focus Standards 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 -- https://www.archives.gov/founding-docs/declaration-transcript Quarter 1 Assessment - Optional Practice Essay (paper & 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>11-10/410/4 - Early release PD10/5-10</p> | <p>Tested Standards RL.4, RI.3, RI.4, RI.6, RI.9, L.1, L.2, L.4</p> | <p>Review Quarter 1 Assessment - Galileo - Multiple choice</p> | | | |
| <p>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</p> <p style="text-align: center;">Quarter 2</p> | | | | | |

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| <p>ories & African Spir</p> | <p>Week 10/10/15-10/19</p> | <p>Focus Standards 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. Supporting Standards 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 OR 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 Re</p> | <p>Focus Standards 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. Supporting Standards 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> |

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| Novel & Argumentative Writing | Week 1210/29-11/2 | <p><u>Focus Standards</u> 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. <u>Supporting Standards</u> 11-12.W.10 11-12.W.9</p> | Huck Finn | <ul style="list-style-type: none"> - How does Huck view Jim? Explain - Why does Twain use dialect for Jim and Huck compared to the other characters? - How does Twain's use of satire change the view of the characters in the story? Explain | |
| | Week 1311/5-11/9 | <p><u>Focus Standards</u> 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. <u>Supporting Standards</u> 11-12.L.4b. 11-12.L.4d</p> | Huck Finn | <ul style="list-style-type: none"> - How does Huck's view of Jim change throughout the story? Explain - Analyze the changes between Huck and Jim's relationship on the river and on land. - What is the difference between morality and law? Explain | - Coach Digital -- Online ELA 11 Lesson 1: The Writing Process |

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| | <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 Begin quarter 2 Essay</p> | <p>- How is the river representative of freedom compared to the civilized shore? - Is civilization really that civilized? - What themes does Twain explore in the novel? Explain - How does Twain address aspects of regionalism, romanticism, or realism in Huck Finn? Explain</p> | <p>- Coach Digital -- Online ELA 11 Lesson 5: Writing Arguments - Coach Digital -- Online ELA 11 Lesson 32: Word Choice Style Tone and Clarity</p> |
| <p>19th Century Historical Texts</p> | <p>1/2011/21-11/23 - N</p> | <p>Focus Standards 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> | <p>- How do the views between the union and confederate sides differ? Why? Explain using evidence from the texts. - Although brief, Lincoln's Gettysburg Address has had a lasting impact, why do you think this is the case? Explain</p> | <p>- EOL pg. 401-405 - Gettysburg Address Analysis -Video Clip (https://www.civilwar.org/learn/videos/gettysburg-address)</p> |
| | <p>Week 1611/26-11/30</p> | | <p>Poetry Out Loud - Optional - Resources found in drive & http://www.poetryoutloud.org/ ** Because this is optional feel free to extend content from the week prior or begin content from week 17.</p> | | <p>- Coach Digital -- Online ELA 11 Lesson 2: Reading Poetry</p> |

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| Poetry | Week 17 12/3-12/7 | <p>Focus Standards</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.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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.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.</p> <p>Supporting Standards</p> <p>11-12.L.1a.</p> | <p>EOL pg. 507-509</p> <p>I Hear America Singing -- EOL pg. 513</p> <p>I understand the large hearts of heroes -- EOL pg. 520</p> <p>Fully Empowered -- EOL pg. 542 & 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?</p> <p>Explain</p> <p>- What do Whitman's poems suggest about the character and diversity of Americans?</p> <p>- How do Whitman and Naruda celebrate life/the world around them through their poetry?</p> | |
| | Week 18 12/10-12/14 | <p>Focus Standards</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>Teacher's Choice</p> <p>Quarter 2 Assessment</p> <p>- Essay (paper & pencil)</p> <p>-- standards based</p> | | |
| | <p>Week 19</p> <p>12/17-12/21</p> <p>12/19 & 12/21 - Early Release PD</p> <p>12/24-1/4 - Winter Break</p> | <p>Tested Standards</p> <p>All Q1 Standards plus RL.1 & RI.1 , RL.2 & RI.2, RL.3, RL.5, RL.6, RI.8, L.3, L.5</p> | <p>Quarter 2 Assessment - Galileo</p> <p>- Multiple choice</p> | | |
| <p>Quarter 2 Argumentative Writing Prompt: Should the <i>Adventures of Huckleberry Finn</i> be banned or included in school curriculums? OR</p> | | | | | |
| <p style="text-align: center;">Quarter 3</p> | | | | | |

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| | <p>Week 201/7-1/11</p> | <p>Focus Standards 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 11-12.RI.1/RL.1</p> | <p>Poetry out Loud- Class Competition EOL -- pg. 746-749 Progressive Era: The Roaring Twenties Article (found in Gatsby drive folder) Prohibition Era in the US- Article (found in artices drive folder) The Great Gatsby</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 -- http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/ - Coach Digital -- Online ELA 11 Lesson - Lesson 5:Reading Articles</p> |
| | <p>Week 21 1/14-1/18 1/16 - Early Release PD</p> | <p>Focus Standards 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. Supporting Standards 11-12.RL.1 11-12.L.3 & 4</p> | <p>The Great Gatsby Gatsby --Film Clip (https://www.youtube.com/watch?v=QNIXVJIDBb4 OR http://www.no-ads-youtube.com/video/davidbray170/the-great-gatsby-party-scene?v=nMsacoc9DnQ) *Poetry Out Loud-- Class Finalists Competition (after school)</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 & get together, careless husbands and wives) - Why does Fitzgerald employ the use of a narrator? Explain</p> | |

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| <p>Novel & Informative Writing</p> | <p>2-1/251/21- No sch</p> | <p>Focus Standards 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) Start the quarter three DBQ - 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>Week 23 1/28-2/1</p> | <p>Focus Standards 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>*Poetry Out Loud-- School Wide Competition, held individually at each high school</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>8/2/6- Early release</p> | <p>Focus Standards 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 Supporting Standards 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" & Dust Bowl -Article (found in article folder) The Grapes of Wrath (GOW) excerpt -- EOL pg. 892 & 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 (http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwii/dustbowl/dbphotos.html) - 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> |

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| Early 20th Century Literature & Scientific Articles | 19-2/152/13 - Early R | <p>Focus Standards</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>Focus Standards</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>Supporting Standards</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>Focus Standards</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>Quarter 3 Assessment</p> <p>- Essay (paper & pencil)</p> <p>-- standards based</p> | | |
| 283/4-3/73/7- Early Release3/8-3/15 | <p>Tested Standards</p> <p>All Q1 & Q2 Standards plus RL.9, RI.5, RI.7,SL.1, SL.3,L.6</p> | Quarter 3 Assessment - Galileo | - Multiple choice | | |

Quarter 3 Informative Writing Prompt: How does Gatsby represent America in the 1920's? (DBQ)

Quarter 4

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| AzMerit Prep & Intro. to Protest Writing | Week 29 3/18-3/22 | AzMerit Prep & 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. | Gandhi's WWII Letter to President Roosevelt and Reply - letters (found in articles folder) On Nonviolent Resistance -- EOL pg. 277 Why I wrote the Crucible -- EOL pg. 1095 Az Merit Prep | - How do Gandhi and Miller compare in their different approaches to the problems they faced? Explain | A Brief History on the Salem Witch Trials - Article (found in Crucible folder) |
| | Week 30/25-3/29 | All Standards | AzMerit Prep--Coach Digital Resources EOL pg. 1026-1031 & 1089-1093 | | |
| | Week 31 4/1-4/6 AzMerit | Focus Standards 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 | Crucible--EOL pg. 1098 | - What do you think Miller is saying about the beliefs of the characters in the Play? Explain - What elements existed in the Salem community that allowed Abigail and the girls to gain power? Explain - How does the juxtaposition of Miller's beliefs about the McCarthy hearings with the introduction of Reverend Hale influence your view of the minister? | - 9 Reasons You Might Have Been Suspected of Witchcraft in 1692- Article (found in Crucible folder) |
| | Merit4/10- Early Re | Focus Standards 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. Supporting Standards 11-12.RL.4 11-12.L.5 | Crucible--EOL pg. 1098 | - 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? - Describe Proctor's internal conflict. How could it relate to a broader conflict in the play between public and private selves? - What elements are found within The Crucible that are representative of the "red hunts"? | -Salem Witchcraft Trial Transcripts (http://cdm15928.contentdm.oclc.org/cdm/search/collection/p15928coll7) - McCarthyism: Witch Hunting and Blacklisting in 1950s America - article (found in Crucible folder) |

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| <p>Drama & Informative Writing</p> | <p>Early Release PD4/</p> | <p>Focus Standards 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. Supporting Standards 11-12.L.1 11-12.L.2</p> | <p>Crucible -- EOL pg. 1098 Begin the Crucible DBQ</p> | <p>- Why do you think Miller set the crucible in the Colonial Era?</p> | |
| | <p>Week 34 4/22-4/26</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. Supporting Standards 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>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.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> | |

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| Leadership Text & Public Speaking | 105/8 - Early release | <p>Focus Standards</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> | Tuesdays with Morrie Informative speech - Research & Presentations Secrets to A Great Speech - Ted Talk (https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks) | - What qualities make Morrie a strong leader? Explain | - How to Use A Paper Towel - Ted Talk (https://www.ted.com/talks/joe_smith_how_to_use_a_paper_towel/discussion?_) - The Technology of Storytelling - Ted Talk (https://www.ted.com/talks/joe_sabia_the_technology_of_storytelling) |
| | Week 375/13-5/17 | <p>Focus Standards</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> | Informative speech - Wrap Up & Presentations (grade while students are presenting) | | |
| | <p>Week 38 5/20-5/24</p> <p>5/24- Early Release Last day of school</p> | <p>Tested Standards</p> <p>All Standards</p> | <p>Post Assessment- Galileo</p> <p>- Multiple choice</p> | | |
| <p>Quarter 4 Essay Prompt: The Crucible and McCarthyism: What Are the Parallels?(DBQ)</p> | | | | | |

| English 12 Curriculum Map 2018-19 | | | | | |
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| 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 |
| Quarter 1 | | | | | |
| | WEEKS 1 & 2 | <p>Focus Standards</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 & Anglo Saxon Culture (https://www.historyextra.com/period/anglo-saxon/10-things-you-probably-didnt-know-about-the-anglo-saxons/) Beowulf -- EOL pg. 21 Beowulf -- Audio version</p> <p>Week 2 - Galileo Pre Assessment</p> | <ul style="list-style-type: none"> - How is imagery used throughout Beowulf to shape the mood and setting? - How does the author's description of the monsters as demonic compared to the Danes and Geats being referred to as Holy create bias? - What impact does Anglo-saxon culture have on modern literature and culture? | <ul style="list-style-type: none"> - Excerpt from Grendel - Have students create a flip chart using the following topics: character development [Beowulf, Grendel], rhetorical devices, heroic qualities, setting, and imagery - Anglo Saxon History & Culture (http://www.bbc.co.uk/history/ancient/anglo_saxons/) -- teacher resource |

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| <p>Early European Literature (Norse & Anglo Saxon)</p> | <p>Week 3</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.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> | <p>- In the three Elegies, what are the authors' purpose in reflecting on both life and loss? - How is irony an effective literary device? - How does an author use tone through a work to influence the reader's connection to the character(s)?</p> | |
| | <p>Week 4</p> | <p>Focus Standards 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> | <p>- How does the time period influence Chaucer's Canterbury Tales? - How does Chaucer use irony as an effective literary device in the Canterbury Tales? - How does the character of the narrator help shape the narrative? - How has English language and literature changed from early works such as "Beowulf," compared to later works like the Canterbury Tales?</p> | |

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| <p>Short Story Collections & Narrative Writing</p> | <p>WEEKS 5 & 6</p> | <p>Focus Standards 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>Week 7</p> | <p>Focus Standards 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 Quarter 1 Assessment - Short Answer Questions Quarter 1 Assessment - Optional Practice Essay (paper & pencil) -- standards based</p> | | |

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| Leadership Text | WEEKS 8 & 9 | <p>Focus Standards</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.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.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.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.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.L.5b. Analyze nuances in the meaning of words with similar denotations.</p> | <p>Crucial Conversations</p> <p>Quarter 1 Assessment - Galileo</p> <p>- Multiple Choice</p> | <ul style="list-style-type: none"> - Identify and explain some of the RAISE values found in Crucial Conversations? - How are crucial conversations the basis for effective communication? - How will you be able to tell/know if you are having a crucial conversation? - Why might a crucial conversation fail/be derailed? - How can you prevent this? How does mutual respect play a role in crucial conversations? - Do you really think respect is necessary, why or why not? - 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." - What is one crucial conversation you need to have now but have put off? - How might you use the tools of persuasion and listening to ensure you are not entering into an abrasive one sided conversation? | <ul style="list-style-type: none"> - Have students summarize each step in small groups. |
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Quarter 1 Narrative Essay Prompt: Historical and modern day heroes abound from Beowulf to Marvel & DC Comics; reflecting on heroic traits depicted in Beowulf, do you think these are only true of

Quarter 2

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| | Week 10 | <p>Focus Standards</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.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.L.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>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. <i>(Continue with this throughout the year)</i></p> | <p>Intro to Time Period -- EOL pg. 254</p> <p>William Shakespeare -- EOL pg. 388</p> <p>Sonnets -- EOL pg. 390 (choose 2-3)</p> | <ul style="list-style-type: none"> - How did 16th century ethics, politics, and society shape Shakespeare and his writing? - How does Shakespeare use imagery and figurative language to communicate with the reader? | |
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| Drama | Week 11 | <p>Focus Standards 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.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.RL.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.RL.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 (https://www.bl.uk/shakespeare/article/s/witchcraft-in-shakespeares-england)</p> | <ul style="list-style-type: none"> - Why does Shakespeare open the play with the Witches? - How does prophecy influence Macbeth and Banquo? | <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. Ghosts, Witches, & Shakespeare - Article (https://www.bard.org/study-guides/ghosts-witches-and-shakespeare)</p> |
| | Week 12 | <p>Focus Standards 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. Supporting Standards 11-12.RL.3</p> | <p>Macbeth Act II -- EOL pg. 426</p> | <ul style="list-style-type: none"> - How does Shakespeare use soliloquies to develop and explore the motivations and machinations of Macbeth? - Compare Lady Macbeth and Macbeth's reaction to Duncan's murder? What does this inform you about each character? - Does Shakespeare resist or enforce the role of women/patriarchal values in 16th century culture? | |
| | Week 13 | <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.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"> - How is blood symbolic? Explain - Who do you believe is the tragic hero in this play? Why? - How does Shakespeare depict the themes of guilt and ambition? | |

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| & Informative Essay | Week 14 | <p>Focus Standards 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.</p> <p>Supporting Standards 11-12.RL.1 11-12. RL.5</p> | Macbeth Act IV -- EOL pg. 458 | - 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? | |
| | Week 15 | <p>Focus Standards 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> | Introduce Poetry out Loud- resources found in drive | | |
| | Week 16 | <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.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> | Macbeth Act V -- EOL pg. 478 Macbeth - Video Clip (https://www.youtube.com/watch?v=d1KAhaochP8) Begin the Q2 Essay | -How does Shakespeare's Macbeth exemplify the characteristics of a tragedy? | |

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| | Week 17 | 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, purposes, and rhetorical features. | 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. | |
| | Week 18 | Focus Standards 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. | Quarter 2 Assessment - Essay (paper & pencil) -- standards based | | |
| | Week 19 | | Quarter 2 Assessment - Galileo - Multiple Choice Teacher Choice OR Poetry Out Loud prep and practice -- optional | | |
| Quarter 2 Informative Essay: Who could be a modern day Macbeth and why? OR | | | | | |
| Quarter 3 | | | | | |
| | Week 20 | Focus Standards 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. | Poetry out Loud- Class Competition Intro to Time Period -- EOL pg. 530 | Is literature influenced by the time in which it is written or does it shape the time period? | - Provide time in class to practice |
| | Week 21 | Focus Standards 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 *Poetry Out Loud-- Class Finalists Competition (after school) | - 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? | |

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| Romanticism | <p>Week 22</p> | <p>Focus Standards 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 (https://www.youtube.com/watch?v=1raSUyAr0s0 or video https://www.youtube.com/watch?v=0RGnoFf2cZQ)</p> | <p>- How did the poets of the Romantic period use imagination to discover truth in self, society, nature, etc.? - How does Coleridge use rhyme scheme, repetition, and imagery, to engage and interest the reader?</p> | <p>Teacher Resource (https://www.litcharts.com/lit/rime-of-the-ancient-mariner/themes/christian-allegory) AND (https://prezi.com/cx6gqvqbqsls8/social-historical-and-religious-context-of-the-rime-of-the-ancient-mariner/) do not hand out to students</p> |
| | <p>Week 23</p> | <p>Focus Standards 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 (https://www.youtube.com/watch?v=1raSUyAr0s0 or video https://www.youtube.com/watch?v=0RGnoFf2cZQ) The Tyger -- EOL pg.731 The Chimney Sweeper -- EOL pg. 740 *Poetry Out Loud-- School Wide Competition, held at each individual high school</p> | <p>- How does Coleridge use rhyme scheme, repetition, and imagery, to engage and interest the reader? - How does Coleridge's lyrical ballad compare/contrast to the writings of other Romantic poets?</p> | |
| | <p>Week 24</p> | <p>Focus Standards 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 Supporting Standards 11-12.RL.1</p> | <p>Jane Austen Bio - Article (found in the Pride and Prejudice drive folder) Pride and Prejudice (P&P)</p> | <p>- How does Austen introduce the reader to the many different characters in the novel? - How does Austen's writing (setting, character development, use of dialogue, etc.) in the first six chapters set the tone for the novel? - 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. - Justify the title <i>Pride and Prejudice</i>, is this better than Austen's first working title <i>First Impressions</i>?</p> | <p>Teacher support for Justifying the title of <i>Pride and Prejudice</i>: https://www.teachitenglish.co.uk/attachments/6069/quotation-search-teacher-s-copy.pdf</p> |

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| Novel | Week 25 | <p>Focus Standards</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&P drive folder)</p> <p>Begin the quarter 3 Essay</p> | <p>- Why does Austen include narrative letters within the novel? How does this technique allow the reader to participate in the story?</p> <p>- Is the proposal in chapter 11 a contrived scene or a major turning point for the characters and the plot? Explain</p> <p>- Throughout the novel the themes of prejudice and pride are repeated, how do these themes shape both the development of the characters and plot?</p> | |
| | Week 26 | <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&P drive folder)</p> | <p>- How is Pride and Prejudice, a reflection of Austen's life and experiences?</p> <p>- 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?</p> <p>- Considering that Pride and Prejudice was written over 200 years ago should it still be read?</p> | |

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| | Week 27 | <p>Focus Standards</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>Quarter 3 Assessment -Essay (paper & pencil) -- standards based</p> | | |
| | Week 28 | | <p>Quarter 3 Assessment - Galileo - Multiple Choice</p> <p>Teacher Choice OR Start background for Tale of Two Cities</p> | | |
| <p>Quarter 3 Argumentative Essay - Is Pride and Prejudice a satirical reflection on 19th century British society? Why or why not?</p> | | | | | |
| <p>Quarter 4</p> | | | | | |
| | Week 29 | <p>Focus Standards</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. & Industrialization in Britain) - https://omf.ucsc.edu/london-1865/index.html</p> <p>A Tale of Two Cities</p> | <p>- How did British literature begin to shift from the Romantic to the Victorian period, was this a direct result of social and political change?</p> <p>- What is the conflict between the different French estates during the 18th century?</p> <p>- What were the causes and effects of the French Revolution?</p> <p>- Is 18th century British social structure all that different compared to 18th century France?</p> | |
| | Week 30 | <p>Focus Standards</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> | <p>- 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</p> <p>- How does this opening make you reflect on your own life?</p> <p>- How does Dickens use the setting to inform the reader of the time and characters?</p> | |

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| Revolutionary Literature | Week 31 | <p>Focus Standards 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 | <p>- How does Dickens develop his characters? What does he do to distinguish the differences between the protagonist(s) and antagonist(s)? - How does Dickens use of imagery develop the setting, plot, tone, etc. Provide some examples and how they enrich/develop the novel? - Compare and contrast Dickens depictions of France and England, what traits does he emphasize? Why?</p> | |
| | Week 32 | <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.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 | <p>- What is the conflict between the different French estates during the 18th century? - What were the causes and effects of the French Revolution? - Is 18th century British social structure all that different compared to 18th century France?</p> | |
| | Week 33 | <p>Focus Standards 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 | <p>- What is the purpose of Madame Defarge's character? Support and explain your answer using textual evidence. - How is Dickens' writing an example of the move away from Romanticism? - How do the characters and their interactions with one another drive the plot?</p> | |

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| Senior Project | Week 34 | <p>Focus Standards 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>Galileo- Post Assessment</p> <p>Introduce Final Assessment -- Literary Analysis Research Paper & 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>Focus Standards 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>Supporting Standards 11-12.W.5 11-12.L.1 11-12.L.2</p> | <p>Literary Analysis Research Paper & Presentation Provide time in class for students to work on the project -- Research & writing time -- Essay is due by the end of the week.</p> | | |
| | Week 36 | <p>Focus Standards 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> | | |

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| | <p>Week 37</p> | <p>Focus Standards 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>Post Assessment - Galileo</p> | | |
| | <p>Week 38</p> | | <p>Graduation week</p> | | |
| <p>Quarter 4 Essay - Literary Analysis Research Paper & Presentation</p> | | | | | |

Wake Preparatory Academy Curriculum Pathway

| Grade | English | Social Studies | Science | Math | World Language*** | Electives**** |
|------------------------|--|--|---|--|---|---|
| 9 th Grade | English I | World History | Earth and Environmental Science Or Biology | Math I Or Math II** | Spanish 1 Or Spanish 2** Or French 1 | PE/Health; Foundational Art; Choir; Drama; Creative Writing; Publications; Microsoft; Personal Finance |
| 10 th Grade | English II | Civics and Economics | Biology Or Chemistry | Math II Or Math III** | Spanish 2 Or Spanish 3 Or French 2 | All previous electives; 2D/3D Art; Digital Media; AP Government; Found. Info Tech; Princ. of Bus & Finance |
| 11 th Grade | English III Or AP English: Language and Composition | American History I Or AP US History | Chemistry Or Physics Or AP Physics 1 | Math III Or Precalculus (Honors)** | Spanish 3 Or AP Spanish Language Or French 3 | All previous electives; AP Studio Art; AP Music Theory; AP Psychology; AP Computer Science |
| 12 th Grade | English IV Or AP English: Literature and Composition | American History II Or AP Government | Physics Or AP Environmental Science Or AP Physics 1 | Adv. Functions and Modeling Or AP Statistics** | AP Spanish Language Or AP Spanish Literature Or AP French | All previous electives |

*Not required for graduation

*** Students can take a World Language such as Latin on-line

**If student completed Math I in 8th grade

**** Subject to interest and demand

Wake Preparatory Academy Graduation Checklist

Name _____

Advisor _____

Graduation Requirements

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

| English | Math | Science | Social Studies | Health/PE | World Language | General Electives |
|--|--|---|--|------------------------------|---|------------------------------|
| English I _____ English II _____ English III _____ English IV _____ | <u>1st Math</u> Math I _____ <u>2nd Math</u> Math II _____ <u>3rd Math</u> Math III _____ <u>4th Math</u> Honors Pre-Calc _____ AP Math Course _____ | <u>1 Physical Science</u> Chemistry _____ Physics _____ AP Physics 1 _____ <u>1 Earth Science</u> Earth/Env. Sci. _____ AP Environ. _____ <u>Biology</u> Biology _____ AP Biology _____ | World Hist. _____ Civ. & Econ _____ <u>US History</u> Amer. History I _____ Amer. History II _____ Or AP US Hist. _____ AP Government _____ | Health/PE _____ | Spanish 1 _____ Spanish 2 _____ Spanish 3 _____ AP Spanish Language _____ AP Spanish Literature _____ French 1 _____ French 2 _____ French 3 _____ | List Other electives: _____ |
| _____ of 4 credits completed | _____ of 4 credits completed | _____ of 3 credits completed | _____ of 4 credits completed | _____ of 1 credits completed | _____ of 2 credits completed | _____ of 4 credits completed |

Total Number of credits achieved: _____/22_____

Total Number of Community Service hours achieved: _____/60_____

Courses needed for graduation:

Wake Preparatory Academy HS Course Offerings

| English | | Math | | Science | |
|--|-------------|------------------------------------|-------------|--|-------------|
| Course | Code | Course | Code | Course | Code |
| English I | 10212X0 | Math I | 21032X0 | Earth and Environmental Science | 35012X0 |
| English I (Honors) | 10215X0 | Math II | 22012X0 | Earth and Environmental Science (Honors) | 35015X0 |
| English II | 10222X0 | Math II (Honors) | 22015X0 | Chemistry | 34202X0 |
| English II (Honors) | 10225X0 | Math III | 23012X0 | Chemistry (Honors) | 34205X0 |
| English III | 10232X0 | Math III (Honors) | 23015X0 | Biology | 33202X0 |
| English III (Honors) | 10235X0 | Advanced Functions & Modeling | 24002X0 | Biology (Honors) | 33205X0 |
| English IV | 10242X0 | AP Statistics | 2A037X0 | Physical Science | 34102X0 |
| English IV (Honors) | 10245X0 | Precalculus (Honors) | 24035X0 | Human Anatomy and Physiology | 33302X0 |
| AP English: Language and Composition | 1A007X0 | Introductory Math (Elective) | 20202X0 | Forensic Science | 30202X0D |
| AP English: Literature and Composition | 1A017X0 | AP Calculus AB | 25017X0 | AP Biology | 3A007X0 |
| Creative Writing | 1C235X0 | | | AP Environmental Science | 3A027X0 |
| Social Studies | | Electives | | World Languages | |
| Course | Code | Course | Code | Course | Code |
| World History | 43032X0 | Health/PE | 63022X0 | Spanish I | 11412X0 |
| World History (Honors) | 43035X0 | Weight Training | 60292X0A | Spanish II | 11422X0 |
| Civics and Economics | 42092X0 | Visual Arts I | 54152X0 | Spanish III (Honors) | 11435X0 |
| Civics and Economics (Honors) | 42095X0 | Visual Arts II | 54622X0 | AP Spanish Language | 1A087X0 |
| American History I | 43042X0 | Ap Studio Art: 2-D Design | 5A027X0 | AP Spanish Literature | 1A097X0 |
| American History I (Honors) | 43045X0 | AP Studio Art: Drawing | 5A047X0 | French I | 11002Z1 |
| American History II | 43052X0 | Orchestra | 52402X0 | French II | 11002Z2 |
| American History II (Honors) | 43055X0 | Choir | 52302X0 | French III | 11002Z3 |
| AP US History | 4A077X0 | Theater Arts | 53152X0 | | |
| AP US Government | 4A067X0 | AP Music Theory | 5A017X0 | | |
| AP Human Geography | 4A027X0 | Publications/Journalism | 10312X0 | | |
| AP Psychology | 4A057X0 | AP Computer Science | 0A027X0 | | |
| | | Foundations of Information Tech | BI102X0 | | |
| | | Microsoft Development Fundamental | BL232X0 | | |
| | | Personal Finance | BF052X0 | | |
| | | Principles of Business and Finance | BF102X0 | | |

2020-21 Wake Preparatory Calendar

August 2020

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | | | | | | 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 | | | | | |

25-28: Teacher Workdays
31: First Day of School

September 2020

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | | 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 | | | |

7: No School (Labor Day)

October 2020

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | 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 | | | |

12: Teacher Workday
30: End of Q1

November 2020

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| 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 | | | | | |

2: Teacher Workday
11: Veteran's Day, Holiday
25: Vacation Day
26-27: Thanksgiving, Holiday

December 2020

| Su | M | T | W | Th | F | Sat |
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| | | 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 | | |

21-31: No School (Winter Break)

January 2021

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | | | | | 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: No School (Winter Break)
4: Teacher Workday
18: No School (MLK Day)
25: End of Q2
26: Teacher Workday

February 2021

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | 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 | | | | | | |

15: No School (Presidents Day)
26: Teacher Workday

March 2021

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | 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 | | | |

8: Teacher Workday

April 2021

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | | | | 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 | |

1: End of Q3
2-9: Spring Break, No School
12: Teacher Workday

May 2021

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | | | 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 | |

3: Teacher Workday
31: Memorial Day, No School

June 2021

| Su | M | T | W | Th | F | Sat |
|----|----|----|----|----|----|-----|
| | | 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 | | | |

11: Last Day of School, End of Q4

Calendar Key

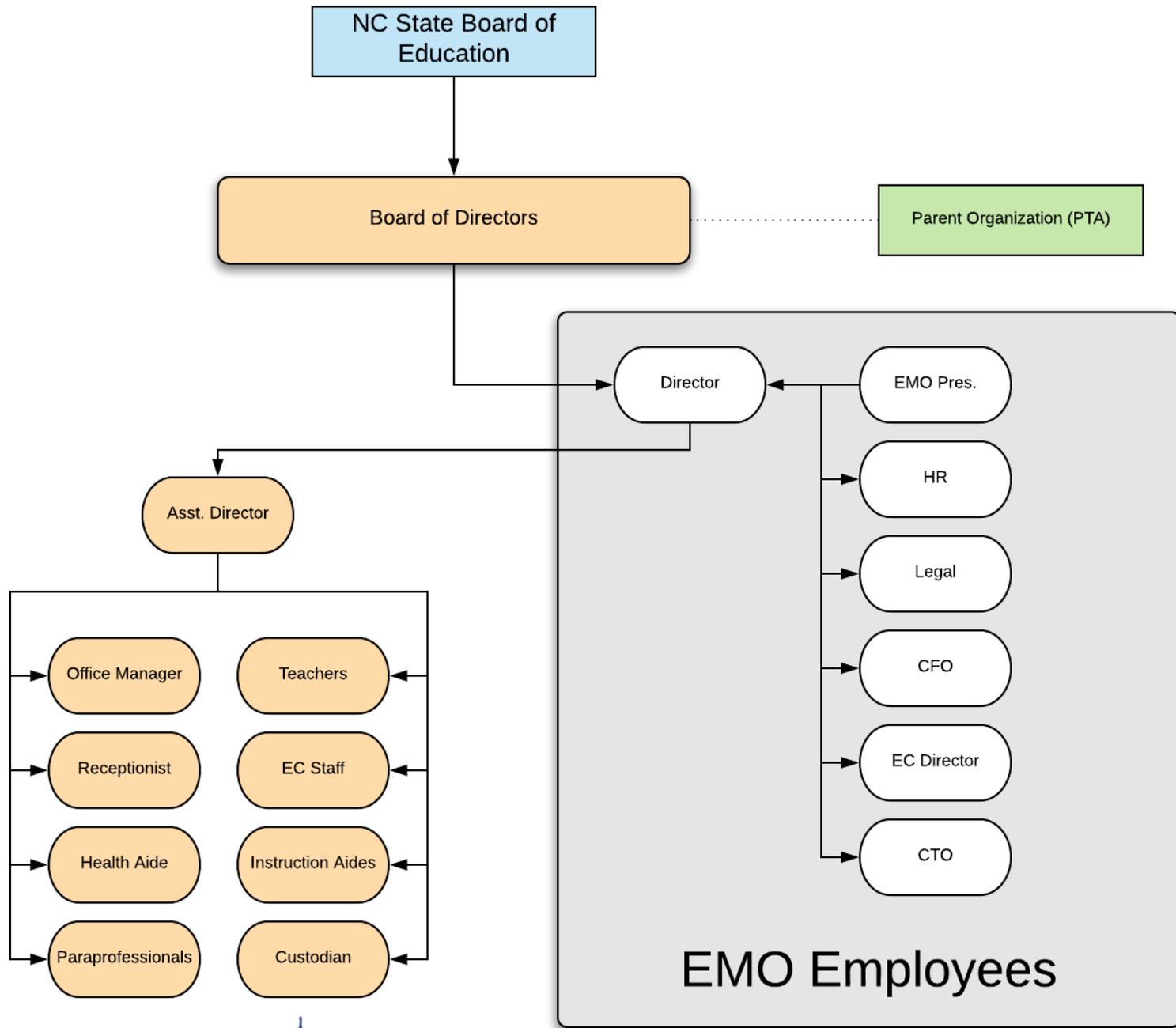
Teacher Workdays

NO SCHOOL

First/Last Day of School

Days Available for Weather make-up in order of utilization: Nov 2, Jan 4, Feb 18, Feb 16, Mar 8, May 3





WAKE PREPARATORY ACADEMY

Application 2018 for Opening Fall 2020

APPENDIX F: CHARTER SCHOOL BOARD MEMBER RESPONSE
AND RESUME

(IN ORDER – RESUMÉS, BOARD MEMBER INFORMATION FORMS,
BACKGROUND CHECKS)

COVER SHEET

Let it be known that the Board of Directors of Wake Preparatory Academy has opted to redact all personal information for the strong possibility of IDENTITY THEFT.



Hilda A. Parlér

Hilda Alston Parlér
Telephone: 919.357.4649 || Fax: 919.375.2077
1035 Lake Royale
Louisburg, NC 27549
hilda.wakeprepacademy@gmail.com

Education

- Bachelor of Arts Degree - Mathematics Ed./Language Arts-North Carolina Central University, Durham, NC-1976
- Graduate Studies in Mathematics Education, North Carolina Central University, 1980
- Barney-Fletcher School of Real Estate - Sales, Atlanta, GA, 1996
- Durham Technical Community College - NC Real Estate Sales/Broker Classes Durham, NC, 2003
- Nash Community College - Notary Public Commission, Rocky Mt., NC, 2007

Employment History

- Twenty-Eight Years, Middle School mathematics Instructor in Public and Private Schools
- Four and One-Half Years, Middle School Curriculum Specialist

Professional Education Accomplishments/Participations

- Founder and President of the Board of Directors, Wake Forest Charter Academy, K-8, Wake Forest, NC Established 2014
- NC State Charter Schools Advisory Board of Directors
Appointed by Gov. Pat McCrory, 2015-2017
- Founder, President of the Board of Directors, Wake Preparatory Academy, 2016

Real Estate Experience

- PARLÉR Properties LLC – Owner, Broker-In-Charge, Opened, 2008

Community Sponsorships/Alliances

- Wake Forest, NC, S.I.N.G. (Senior Information and Networking Group), 2016-
- Hope Lutheran Church, Member, Touched by Hope Volunteer for Families, 2016-
- Wake Forest Purple Heart Foundation Dinner, Receptionist, 2013-
- Contributor to The Wake Forest Charter Academy Invest in a Child Project, 2014-
- Toys for Tots Donation Site-PARLÉR Properties LLC Office, 2013-
- Wake Forest Woman's Club, "Clubwoman of the Year", 2014; President, 2018
- Delta Kappa Gamma Society International for Key Women Educators, 2010-
- Wake Forest Area Chamber of Commerce Member, 2008-

** Retired and Still Wired**

Appendix F:

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:

WAKE PREPARATORY ACADEMY

2. Full name: ***HILDA ALSTON PARLÉR***

Home Address: ***1035 LAKE ROYALE***

Business Name and Address: ***N/A***

Telephone No.: ***919.357.4649***

E-mail address: ***hilda.wakeprepacademy@gmail.com***

3. Brief educational and employment history.

B.A. Degree in Mathematics Ed. and Language Arts, North Carolina Central University; Graduate School Studies, NCCU; Retired Mathematics Instructor in NC, Alabama, and Georgia in public, private and an Orthodox Jewish school; Real Estate Sales and Broker Licensure, Owner of PARLÉR PROPERTIES LLC, Broker-In-Charge, Realtor®

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? ***Wake Forest Charter Academy-See question 7 for more. State Charter Schools Advisory Board, 2015-2017, Wake Forest Woman's Club, 2014-present, Delta Kappa Society International for Key Women Educators, Eta State (NC), 2015-2017***

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 am Founder and President of the Board of Directors. I also am Founder and Board President of Wake Forest Charter Academy, a dream realized since age 7 with the help of many. Many parents have expressed deep concerns over and over about founding a high school and how supportive they will be.***

I am dedicated to making sure our students have a multitude of charter high school choices in addition to the birth of another K-8. I bring experience of twenty-eight years as a middle school mathematics instructor and four and one half years as a Curriculum Specialist. Additionally, I have board experience on 5 other boards. I also get the opportunity to work with a new board; which is comprised of grandparents of students at Wake Forest Charter Academy and Endeavor Charter School.

6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the role of a public charter school board member is one of being an advocate for public school choice, and is a public servant. A board member understands that the board is responsible for governing the school, determining the mission of the school, developing policies and Bylaws and amends them when necessary. The board may hire qualified personnel to manage the school's day-to-day operations and holds them accountable for meeting the goals as demarcated in the charter, and articulates a long-term mission of the charter school's accountability plan that will ensure the school's continued stability and growth, and in most cases, exceeding student growth and proficiency annually. All in all, however, the board is ultimately responsible for making sure students are learning, and the school's money is well spent.
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 serve on the following Boards of Directors:
- *Founder and President of the Board of Directors of Wake Forest Charter Academy, Established 2014*
 - *The NC State Charter Schools Advisory Board, Gov. McCrory Appointee, 2015-2017*
 - *Delta Kappa Gamma Society International for Key Women Educators, Eta State NC, Recording Secretary, 2015-2017*
 - *The Wake Forest Woman's Club: Current President, 2018-2019; Recording Secretary, 2014-2016; 2nd VP, and Chair, Finance Committee, 2016-2018*
 - *President, (Delta Kappa Gamma Int'l for Key Women Educators), Gamma Tau Chapter, Franklin County, 2012-2014*
8. Describe the specific knowledge and experience that you would bring to the board.
I possess the following, but not limited to:
- *Appointed by Governor Pat McCrory to serve on the NC State Charter Schools Advisory Board (2015-2017)*
 - *Successfully completed with certification the NC Ethics Commissions' Ethics and Lobbying Awareness Online Training (11/19/2015)*
 - *Knowledge of Charter School Law*
 - *Training in all areas of governance*
 - *Requirements it takes to apply for and start a charter school*
 - *Local town requirements regarding Building Permits, town Planning Board procedures, town Commissioners roles during hearings and voting for or against whether to approve a brick & mortar charter school*
 - *Four years and current experience of serving as President of a Board of Directors*
 - *How to run an effective board meeting, facilitator at National Heritage Academies' Board Symposium, Dearborn, MI, Oct. 2017*
 - *Professional development participation*
 - *Employ Roberts Rules of Order during meetings*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Wake Preparatory Academy's School Mission Statement

"Wake Preparatory Academy will provide a challenging, individualized education program with a moral focus while preparing its students to graduate from high school with paths to acceptance and success in college, a career, and beyond."

Our mission is built on the promise that we will serve out students who come to us, starting with a level of education where they are as our teachers, parents and the community prepare and ensure each student will achieve academically and morally as life-long learners and productive citizens.

2. What is your understanding of the school's proposed educational program?

Our school's proposed educational plan is to educate and guide our students in a very rigorous curriculum aligned with the NC Standard Course of Study. Our students will complete Advanced Placement coursework in high school to be accepted into college. Our end objective is three-fold: Students will graduate from high school, attend college or select a career and be successful in their communities and life while implementing positive character traits.

3. What do you believe to be the characteristics of a successful school?

A successful school must create a mission that the board tracks and monitors for execution of the mission. The school must institute a very attainable and strong educational program that the Board of Directors oversees and monitors via monthly principal reports, student test data, parent surveys, student satisfaction, and community evaluation. The administrator, deans or assistant principals must be very, very qualified to run the day-to-day operations. Teachers must be NC certified and able to demonstrate their areas of expertise, be well-prepared and use data to meet the needs of all students while adjusting instruction when necessary. The board should respect the school's management and not interfere with operations.

4. How will you know that the school is succeeding (or not) in its mission?

I will know when our students do not meet growth and proficiency via results of state and local tests. If the school does not meet its educational goals, parents and other community entities will inform us because most likely, they will be abreast of the Department of Public Instruction's school report cards that have data that is understandable and is public knowledge. We will conduct parent surveys, too which will be informative in all areas of the school culture. Frequent employee turnover could also be a cause of why students are not achieving. Therefore, we must make sure that our retention rate of instructors is high and that morale amongst them remain positive.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will oversee Charter One, our Services Provider to ensure they are in compliance with their Services Agreement, meeting financial and academic goals, fulfilling our mission and school policies, successful student achievement, maintaining school safety and upkeep of the facility.

2. How will you know if the school is successful at the end of the first year of operation?

I will know if the school was successful the first year by documented student achievement, and growth, high teacher retention, student satisfaction and wanting to return, continued families' support, school morale, recognition by the community, enrollment maintained, a huge waiting list and financially sound.

3. How will you know at the end of five years of the schools is successful?

We will be recommended by the NC State Charter Schools Advisory Board to the State Board of Education to renew our charter because we met all goals of the charter, the school's mission, students achieved and were proficient as they grew, retention of teachers remained high, enrollment did not drop significantly and we maintained financial solvency.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board of Directors will, but not limited to:

- *Monitor school operations as it has frequent contact with Charter One and school administrator.*
- *Ensure the school's mission is the board's mission.*
- *Track and measure the progress of the school's mission by requiring monthly principal reports.*
- *In addition to ensuring academic success for our students, the board will track sound finance practices.*
- *Evaluate the Charter One, principal and self-evaluate the board.*
- *The audits will be performed, unqualified and reported on time to OCS.*
- *Always market for new students so that enrollment is met.*

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?

As President, it will be handled professionally with the board member (s) as part of my investigation in to the matter. One-on-one meetings will take place as I ask questions in hopes the truth will prevail. If there is evidence, then I'd have to inform the entire board to get their input as to what action(s) should be taken to keep or not keep that member on the board.

*Please include the following with your Information Form

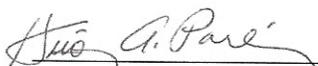
- a **one page** resume
- a national criminal background check

*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.

Certification

I, **Hilda A. Parlér**, 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 **Wake Preparatory Academy** is true and correct in every respect.

6/1/2018



Signature

9/7/2016

Date



Valeska Lipani-Garrett

Resume

Valeska Lipani-Garrett
8101 Sandybrook Ln.
Wake Forest, NC 27587

EDUCATION

1972-2004- 40 hours post Masters- University of Virginia and Lynchburg College (Supervision of Special Education, Reading Specialist, Elementary and Secondary Principal and recertification), Virginia

1972- M.Ed. (Learning Disabilities/Behavioral Disorders; cognate: Reading)-Bowling Green State University, Bowling Green, Ohio

1970- B.S.: Major-Elementary Education; Minor- Psychology- Bowling Green State University

CERTIFICATION

Post Graduate Professional Certificate (expired 2009)

ENDORSEMENTS

Supervision of Special Education; Elementary Supervision; Secondary Supervision; Learning Disabilities; Emotionally Disturbed; Reading Specialist; Elementary Education (1-7); Elementary Principal; Secondary Principal

PROFESSIONAL EXPERIENCE

1970-1994 – I have had a career that spans 25 years of working with Exceptional Children. I have taught at every grade level from K to 12 in public, private and charter schools in both Ohio and Virginia (Lakota Public Schools, Risingsun, Ohio; Amherst County Schools, Amherst, VA; The Learning Bridge, Lynchburg, VA; Campbell County Schools, Rustburg, VA; Rivermont School, Lynchburg, VA; and at the Child and Adolescent Psychiatric Unit, Virginia Baptist Hospital, Lynchburg, VA).

I taught undergraduate and graduate students at Bowling Green State University, Bowling Green, Ohio

I have done administrative work (Executive Director of the Learning Bridge; Executive Director of Camp Child, a summer school and day camp for learning disabled students; Regional Supervisor/ Coordinator- Learning Disabilities/Behavioral Disorders Program, Sandusky county Schools, Sandusky County, Ohio).

I have done consultation work for The Mild to Moderate Technical Assistance Center (a program of the Virginia Department of Education).

1994-2000- Representative – Horace Mann; Representative and Sales Supervisor- GE Financial

COMMUNITY WORK

Charter Member of Board of Directors- Hope House, Bowling Green, Ohio; Family Services' Plays for Living; various leadership positions and member of working committees- Peakland Baptist Church, Lynchburg, VA; member Family Life Educational Community Involvement Team, Campbell County, VA; Virginia Emergency Foster Care; Guest Speaker, Kappa Delta Pi and VA State CEC Convention; various public speaking engagements; Board of Directors – Astride with Pride

HONORARY ORGANIZATIONS

1986... Phi Delta Kappa- Lynchburg Chapter

Appendix F:

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Wake Preparatory Academy

2. Full name: Valeska Lipani-Garrett

Home Address: 8101 Sandybrook Ln., Wake Forest, NC 27587

Business Name and Address: NA-Retired

Telephone No.: 434- 229-5345

E-mail address: memavaleska@gmail.com

3. Brief educational and employment history.

M.Ed. (Learning Disabilities/Behavioral Disorders; cognate- Reading Specialist) - Bowling Green State University, Bowling Green, Ohio, 1972

40 hours post Masters-University of Virginia and Lynchburg College (Supervision of Special Education, Reading, and recertification), Virginia, 1972-2004

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?

Yes

Charter Member of Board of Directors: Hope House (a half-way house for adolescent boys from Departments of Corrections' youth facilities in Ohio)- 1973-1975

Member Board of Directors: Astride with Pride (a horseback riding program for handicapped youth) 2000-2005

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?

Our banker, Mark Marley, a board member for Wake Forest Charter Academy, suggested that I apply.

I have been looking for some type of meaningful volunteer work. While I was working with Special Children I felt that I was doing good in the world, helping people. This gave me a lot of satisfaction. With the exception of maintaining very close relationships with my grandchildren, I have not had that feeling since I retired because I have been very busy with fun activities and learning but have not really been contributing to society. I am more than ready to have meaningful volunteer work to sink my teeth into and to feel that I am again giving back!

6. What is your understanding of the appropriate role of a public charter school board member?

To oversee execution of our mission; promote school goals; ensure effective communication between Board, school leaders, parents and Charter One; monitor progress toward goals; review and approve budget and ensure that appropriate funding is maintained to achieve academic goals; hold school professional leadership accountable for student academic performance; be an advocate for the school in the community

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.

Member of two Boards of Directors: Hope House; Astride with Pride

8. Describe the specific knowledge and experience that you would bring to the board.

I have had a career that spans 25 years of working with Exceptional Children. I have taught at every grade level from K through 12 in public and private schools, and at a psychiatric unit at Virginia Baptist Hospital, as well as having taught undergraduate and graduate students at Bowling Green State University. I have done administrative work (Director of The Learning Bridge; Director of Camp Child (a summer school program and day camp for learning disabled students) and consultation work for the Mild to Moderate Technical Assistance Center (a program of the Virginia Department of Education)

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

It falls right in line with my own personal beliefs. Since colleges are looking for well-rounded students, programs that help to develop character as well as providing a sound academic program are the most effective. Good character will also bode well in the students' future careers. Character development is usually considered to be the responsibility of parents, which of course it is, but since students spend such a large portion of their days in school I believe that schools need to participate in this endeavor. I believe that schools that facilitate a collaborative effort with parents have the best chance of helping children grow into mature, productive citizens.

2. What is your understanding of the school's proposed educational program?

Wake Preparatory Academy is primarily a college preparatory school, but I am delighted that we also include a good allotment of programs to serve students, such as ELL and Exceptional Children. The free lunch program also takes into consideration less advantaged students. We have very specific plans in place to help students who are having difficulties. The inclusion of the morality curriculum is a very important part of the program and sets our school apart from most.

3. What do you believe to be the characteristics of a successful school?

I believe that sound planning needs to underpin any good program. This includes a well thought out curriculum, highly qualified teachers and administrators who are dedicated to their students and to seeing that the school is successful. It is also important to have pre and post testing included and regularly monitored to be sure the students are meeting their potential. I think that a sound model includes a collaborative effort between parents and school employees. I also think it is important to have a Board of Directors who is dedicated to seeing the school succeed!

4. How will you know that the school is succeeding (or not) in its mission?

Target goals for both the long term and the short term need to be set and monitored regularly. There should be an updated one year plan each year as well a five- year plan. There will be Annual Evaluations of the school's academic, operational, and financial accomplishments. Instruments are already in place for School Improvement Plans each year as well as NWEA assessments. On a more subjective level, we can look at increasing enrollment, the size of the waiting list and provide Staff and Parent Satisfaction surveys. We can observe to see if the morals we are teaching are being modeled by staff and students.

Governance

1. Describe the role that the board will play in the school's operation.

The board needs to govern with integrity and participate in overseeing fiscal and educational operations in order to assure that the school's mission is being fulfilled. We also should all be advocates for the school in the community.

2. HOW will you know if the school is successful at the end of the first year of operation?

Evaluations are in place to monitor this.

3. How will you know at the end of five years if the school is successful?

Long range goals have been set and evaluations are in place to monitor them. Each year leading up to the fifth year School Improvement Plans will be modified as necessary to assure success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We all need to take our jobs very seriously and be diligent in performing any duties that are asked of us. We need to model very enthusiastic and positive attitudes toward our jobs and toward the school. We need to be good advocates of the school in the community. We need to set a high standard of excellence for ourselves in performing board duties as set forth above.

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?

The first thing I would do is attempt to talk to the person or persons, if it were something I felt comfortable addressing. Next I would have a private, confidential talk with the Board President.

*Please include the following with your Information Form

- A one-page resume
- a national criminal background check

*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.

NA- never any issues like that.

Certification PostGraduate Professional Virginia Certificate - areas of endorsement: Supervision of Special Education; Elementary Supervision; Secondary Supervision; Learning Disabilities; Emotionally Disturbed; Reading Specialist; Elementary Education (1-7); Elementary Principal; Secondary Principal.

(Certificate expired 2009)

I, Valeska Lipani-Garrett, 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 Wake Preparatory Academy is true and correct in every respect.

Valeska Lipani-Garrett

Signature

6-4-18

Date



Michael D. Featham

Michael D. Featham, P.E.
206 Cardinal Dr.
Youngsville, NC 27596
Wolverine1918@gmail.com
(919) 562-8225

Summary of Experience

Retired as Department Head of multi-disciplined engineering organization for the country's second largest Generation and Transmission cooperative with 4000 MW of load serving a total of over 900,000 customers. Highly adaptive leadership developed across a wide variety of complex projects including power plant development, statewide telemetering system for real time load data, system reliability improvement, and military base privatization. Strong commitment to customer satisfaction and employee development.

Hope Lutheran Church, 2011-2013

Facilities Manager

First Facilities Manager at Hope Lutheran Church. Responsible for maintenance of physical plant including buildings, HVAC, computer systems, audio/visual equipment, and grounds. Developed procedures and schedules for systems maintenance including compliance with government regulations. Created budgets and contracts with professional service organizations. Directed the activities of volunteer groups for physical plant maintenance. Interfaced with all church staff and many member groups.

1995 - 2010 NCEMC Raleigh, NC

Director of Engineering & Technical Field Services

- Directed the activities of seven professional engineers and technicians.
- Project Management for a multi-site, 900 MW peaking project valued at \$400 million..
- Oversee statewide computer generated transmission maps, including overhead line, substation and office location for storm restoration.
- Manage a statewide mobile substation pool of eight mobile substations valued at over 4 million dollars. Specified and purchased a new mobile pool substation for \$800,000. Oversee technicians that perform transformer dielectric testing for mobile pool members.
- Co-chairman of transmission and distribution reliability committees with transmission providers, including power factor considerations, high and low voltage problems.
- Led preparation and presentation of the successful bid for privatization of Ft. Bragg transmission and distribution system.
- Manage other professionals for a variety of engineering projects

1996-1998, 2000-2002 Hope Lutheran Church Wake Forest, NC

Chairman of the Board of Directors

Chairman during startup and aggressive growth phase of new Christian congregation

Appendix _____

BOARD MEMBER INFORMATION FORM

Note: *To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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Background

1. Name of charter school on whose Board of Directors you intend to serve: **Wake Preparatory Academy**

2. Full name: Michael D. Featham

Home Address: 206 Cardinal Dr.

Business Name and Address: retired

Telephone No.: (919) 562-8225

E-mail Address: Wolverine 1918@ gmail.com

3. Brief educational and employment history

B.S.E.E., University of Michigan; Registered Professional Engineer Michigan, Florida, North Carolina (no longer active); 45 years experience in various aspects of the electric utility industry. Retired as Director of Engineering and Construction, North Carolina Electric Membership Corporation (NCEMC).

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? I have served as Board President, Messiah Lutheran Church, Tampa, Florida, and Hope Lutheran Church, Wake Forest, North Carolina

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 contacted by Hilda Parlér, President of Wake Forest Charter School.

6. What is your understanding of the appropriate role of a public charter school board member? To oversee the establishment, construction, and operation of the Charter School. To establish policies that ensure the quality of education exceeding North Carolina standards and create a culture promoting high moral standards.

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 matter, explain why you have the capability to be an effective board member.

I served for four years as President of the Board of Directors for Messiah Lutheran Church, Tampa, Florida. I served for four years as President of the Board of Directors of Hope Lutheran Church, Wake Forest, North Carolina, and additional service as a Board member. I chaired a capital campaign at both Messiah Lutheran Church and Hope Lutheran Church. I was co-chairman of the Operations and Planning Committee at NCEMC (a joint committee between NCEMC and Virginia Power Corporation responsible for system reliability).

8. Describe the specific knowledge and experience that you would bring to the board.

I have extensive experience with engineering, construction, operations and maintenance of large utility facilities. I was Project Engineer on a recent \$400 million project to construct two large power generating facilities, including siting and environmental permitting. I also served at Hope Lutheran Church's first Facilities Manager for their new \$8 million church and office building. I expect to bring siting and construction expertise for the building of school facilities. My project experience will help the Board to maintain schedule and cost constraints during the initial phases. My experience with facilities management should be of significant value for operation of the facilities.

I also believe that my own education and the education of my daughter has taught me the value of a good education and given me an insight into education methods that were and were not successful. I am passionate about creating an educational environment where students become engaged and excited about what they are learning.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Wake Preparatory Academy has three main missions: (1) help our students to achieve high school graduation,(2) to prepare students for transition into college or university study, and (3) instill moral values in all of our students with instruction, processes, and faculty behavior to intentionally provide such values. We believe that any student, given the proper opportunity and instruction, has the ability to achieve these missions.

2. What is your understanding of the school's proposed educational program?

Wake Preparatory Academy will be using Charter One's educational program currently implemented in American Leadership Academy schools in Arizona and Nevada. Some specifics include:

- a. RAISE, based on principles gleaned from the most influential texts of the past century, help students take accountability for their own success and work collaboratively with those and them.
- b. A full range of educational opportunities for all students, from those with special needs to advance placement, in areas such as STEM, the arts, and also athletics.
- c. Well equipped facilities to accomplish item (b) above, including fully equipped science labs, athletic facilities, etc.

3. What do you believe to be the characteristics of a successful school?

The characteristics we believe WPA will have include:

- a. All students will be given a full range of learning opportunities including academics, moral values, and athletic opportunities.
- b. Students will be held accountable to help develop and achieve corporate and individual goals on a semester, weekly, and daily basis.
- c. The school will be financially successful, with a review/audit at the end of each year and specific plans to improve financial viability.
- d. 95% of students will achieve acceptance into colleges.
- e. Teachers will be given professional development opportunities
- f. Healthy partnerships are established with parents and community organizations.
- g. Instruction will be personalized to fit the varying needs of all students.

4. How will you know that the school is succeeding (or not) in its mission?

The WPA Board will measure success of the school on an ongoing basis, and take immediate action to correct any identified deficiencies. Such measures include:

- a. Use of the NC READY measurement criteria, achieving Achievement Levels 4 and 5 for most, if not all, students.
- b. WPA will institute a comprehensive formative assessment program that evaluates individual, class-wide, and school-wide student academic performance. Evaluations at the beginning of each year will provide a baseline, and subsequent evaluations will gather important and detailed data that will be used to drive and revise instructional practices and measure annual growth.
- c. Accountability for performance will also extend to other areas of the school's operations, such as attendance rates, fiscal stability, and parental satisfaction. Each year, we will create an annual school improvement plan that examines performance data for all aspects of our school and presents a plan of action for the following school year.
- d. Our Board will also contract for a third party review of our academic program as necessary, and as another point of contact for holding our management accountable for success. Our goal is to offer area families a public school choice that is not just different, but better.

Governance

1. Describe the role that the board will play in the school's operation.

The Board is responsible for setting policy to be followed by the school management. We will oversee operations and all things related to WPA. We will use appropriate methods to determine compliance with these policies on an ongoing basis.

2. How will you know if the school is successful at the end of the first year in operation?

The WPA Board will measure school and student performance during and at the end of the first year. Such measures include:

- a. Achieve Achievement Levels 4 or 5 for all students.
- b. 95% of students will achieve acceptance into college
- c. Feedback from parents will be positive 95% of the time, with more than 50% responding.
- d. Active relationships are established with parents and community organizations.
- e. Student attendance rate will be at or above 90%
- f. Financial results are at or above expectations in the budget.
- g. The school will be preparing to receive additional students. A lottery will have been established, meaning more applications than available space will have been received.
- h. Staff attrition will be minimal.
- i. An audit will reveal that all performance goals will have been met or exceeded.

3. How will you know at the end of five years that the school is successful?

Goals:

Our Board is committed to measuring student progress and achieving excellence, and to holding our management partners and our staff accountable for reaching established goals. We will use measures of academic growth and proficiency beyond those required by state law, which will help us continually improve and assess progress toward our mission. Academic goals for the first five years include:

- a. By the end of the charter term, students at WPA will exceed the average performance of local district students by at least five percent on state assessments. - Seventh grade students returning to WPA in eighth grade will successfully complete Math I and earn a 75 percent passing rate on the Math I end-of-course exam. - Each year, following our first school year, WPA will, at a minimum, "Meet Expected Growth." Our objective is to exceed state standards of expected progress by the end of our first charter term. - Each year, following our fifth year of operation, WPA will meet or exceed the 4-Year Cohort Graduation Rate for the state.
- b. Each year, following our fifth year of operation, WPA will have a composite ACT score that meets or exceeds the state composite.
- c. For our first 4-year cohort graduating class, and each subsequent 4-year cohort class, 95 percent will be accepted to college. - 100 percent of our graduating seniors will have completed 60 hours of community service.
- d. We will administer at least two interim assessments in ELA and math during the school year and adjust instruction to meet student need.
- e. All school leaders will participate in ongoing and timely professional development. - All teachers will receive a full lesson observation within the first six weeks of school and will receive individual improvement goals based on that observation.
- f. We will also administer a national assessment of college readiness to every eighth-grade student and will use the results to develop a plan for each student's success in high school and college. As noted above, one of the reasons we chose to partner with CHARTER ONE was the track record of success the organization's schools have ensuring that students are college-ready.

We expect our school to achieve operational goals too. These include:

- a. The school will continue to be financially stable.
- b. Each year, our school will average a student attendance rate at or above 90 percent.
- c. Each year, our school will have an overall parent satisfaction rate of 90 percent, with at least 50 percent of parents responding to the survey.
- d. Each year, our Board will review the performance of CHARTER ONE. The review will be used to identify and provide feedback about our management partners' successes and opportunities to improve future performance. Accountability goals we expect to implement include a 100 percent compliance record in reporting and other regulatory areas and the development of an annual comprehensive school assessment and coordinated plan of action for improvement.
- e. Each year, our school will receive an unqualified audit.

Communication to Board and Others: Our Board will receive status reports on progress toward our goals at each monthly meeting, with detailed data provided on components of each goal that include the performance of student population subgroups (EC; ELL; newly enrolled students; etc.). Parents and students, too, will be informed of the school's progress toward its goals through periodic informational newsletters and special bulletins.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- a. We need to begin with establishing a mission statement and specific goals that produce a school of distinction. This has already been done, as follows:

Wake Preparatory Academy will provide a challenging, individualized education program with a moral focus while preparing its students to graduate from high school with paths to acceptance and success in college, a career and beyond.

- b. Define policies and procedures that result in a state-of-the-art curriculum.
- c. Define policies and procedures that result in hiring and maintaining outstanding staff.
- d. Measure financial metrics on not less than a monthly basis to assure that revenue and costs are in line with projections, and taking immediate action should a deviation become evident.
- e. Establish and maintain communication paths with parents through surveys, the website, and other promotional materials so that, to the extent possible, parents are kept fully aware of school curriculum and activities that affect their children.
- f. Establish and maintain communication paths with civic leaders, service providers (such as electric, communication, water, supply vendors, etc.) to assure that any issues are resolved quickly and positively.

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 interest of the school?

- a. Verify that one or more members of the Board are, in fact, taking actions that are either unethical or not in the best interests of the school. This could be done by seeking additional sources of information or personnel that could corroborate the initial information.
- b. Call a special Board meeting as soon as item (a) has been completed, and discuss the allegations against the Board member(s) with that/those member(s).
- c. If the behavior is correctable, and the Board member(s) is/are willing to correct such behavior, obtain a written statement committing to correcting the behavior.
- d. If the Board member(s) is/are not willing to change the behavior, the remainder of the Board must act immediately to remove that/those member(s). Per the Wake Preparatory Academy bylaw number 6, this may be done by a majority vote of the remaining Board members.

**Please include the following with your information form.

- A one-page resumé
- A national criminal background check
- 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.

Certification

I, Michael D. Featham, 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 Wake Preparatory Academy is true and correct in every respect.


Signature _____ Date 8/27/18



James R. Averette

James Averette

1701 Ferrell Meadows Dr, Zebulon, NC 27597 919-375-4512

Experience:

Jan. 2013 to Present
Retired

Jan. 1998-Dec. 2012

President of Averette Ventures, Inc

Time & Payroll was a payroll processing company and in the business of providing labor management systems to companies with 1-500 employees. I managed every aspect of the business from employee hiring, training, sales to design and implementation of the labor management solutions for companies.

Oct. 1991- Dec. 1997

President of Averette Enterprises, Inc

The company was a franchisee of VoiceTel Enterprises, Inc. I managed all operations and sales of the company. The entire franchise system was sold in June 1997 to a nation communications company. I was ask to continue working for the company but decided to pursue other options at the end of the year.

Oct. 1983 - Dec 1993

Associate Pastor of Deer Park Baptist Church, Newport News, VA

My responsibilities were centered around Administration and Education. Managing paid staff and volunteers, leadership training, educational programs and financial aspects of the church.

1975-1983

Associate Pastor of Midwood Baptist Church, Charlotte, NC

My responsibilities we centered around Administration and Education. Managing paid staff and volunteers, leadership training, educational programs and financial aspects of the church.

1971-1975

Minister of Education and Youth at two churches in Tennessee

Education

December 1970

Master of Religious Education, The Southern Baptist Theological Seminary, Louisville, KY

May, 1968

Bachelor of Arts, Mars Hill University, Mars Hill, NC

Major in Religion, Minors in Greek and Math

Skills

Managing business startups

Business Finances

Training people

Activities

Active in Zebulon Baptist Church, currently serving as a deacon, substitute teacher and member of the Church Endowment Trustees

I am a pilot flying both a single engine airplane and rotorcraft

Appendix F:

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: Wake Preparatory Academy

2. Full name: James Raymond Averette

Home Address: 1701 Ferrell Meadows Dr, Zebulon, NC 27597

Business Name and Address: Retired

Telephone No.: 919-375-4512

E-mail address: JamesRAverette@gmail.com

3. Brief educational and employment history.

Graduated from Wakelon High School, Zebulon then Earned a Bachelor of Arts from Mars Hill College and Masters in Religious Education from The Southern Baptist Seminary. I served several churches as Associate Pastor in Education and Administration before starting a communications company in Wilson, North Carolina. Sold that company in 1997 and started a payroll company which I sold in 2012 and retired.

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 was contacted by another board member and ask if I would serve. I agreed to serve because I have an interest in education and a desire to learn more about the charter school approach to education.

6. What is your understanding of the appropriate role of a public charter school board member?
It is the charter school board's responsibility to oversee the establishment and operation of the charter school. The board is to set all policies, procedures and to establish other aspects of management necessary for the successful education of the students that attend 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.
During my tenure as a staff member for several churches, it was my responsibility to manage paid staff as well as volunteers and to plan training, financial management for organization. Also, having started two businesses and successfully grew both to be profitable, I understand the different aspects of startup operations and the oversight required.
8. Describe the specific knowledge and experience that you would bring to the board.
Managing both people and finances will be important to success of the school. I have experience with both in every position I have held during my career.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of the school is to provide a quality education that is academically challenging and that has moral integrity and community service as part of its focus. To help each student to desire a life that will be an influence in the community and a life that will be add to the success of others.
2. What is your understanding of the school's proposed educational program?
The school will help students to reach their potential academically and to give them the tools to continue learning throughout life. To help each student understand that learning could be in formal education or in a career.
3. What do you believe to be the characteristics of a successful school?
A successful school prepares students for a life that is fulfilling to the person and adds to the community in which that person lives. The school also provides its staff with opportunities to grow and to use the life skills they have learned to better their students and the society around them.
4. How will you know that the school is succeeding (or not) in its mission?
We will use appropriate testing of academics, involvement of parents in the school, involvement of students in the community activities and when the staff has a desire to continue to work in the school from year to year.

Governance

1. Describe the role that the board will play in the school's operation.
The board should set policy, procedures, budgets, goals and select staff and other support necessary to achieve the standards of a quality charter school.
2. How will you know if the school is successful at the end of the first year of operation?
Success will be measured by the advancement of students, the retention of staff and the feedback of parents and the community.

3. How will you know at the end of five years of the schools is successful?
Success will be measured by the percentage of students that enter the college of their choice and the students that enter the career of their preference. Feedback of families and staff will also be a good indicator of our success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Provide academics that challenge the students, help students identify their strengths and improve their life skills to be an asset to the community where they live.
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?
Discuss with the board attorney to determine the proper ethical and legal procedure to handle the situation.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

*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.

Certification

I, _James Raymond Averette, 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 _Wake Preparatory Academy_ Charter School is true and correct in every respect.


Signature

9-10-18
Date



William D. Seaman

Biographical Data – Rev. Dr. William D. Seaman

5101 Duckdown Ct., Raleigh, NC 27604-6103; Cell Phone: 919-610-1392; E-mail:
wseaman@bellsouth.net

Education:

B. A. Concordia Senior College, Ft. Wayne, IN
M.A. (botany) University of North Carolina, Chapel Hill, NC
M.Div. Concordia Seminary, St. Louis, MO
D.Min. Concordia Seminary, Ft. Wayne, IN
Postgraduate work at Northern Illinois U., University of Illinois, Concordia Seminary, St. Louis,
Mt. Lake Biological Station, U. Virginia

Professional Service:

Instructor (Biology, Zoology, Botany, Human Anatomy & Physiology, Genetics), Concordia
College, Bronxville, NY 1967-69
Instructor (Biology, Physics, Computer Science, Electronics, Religion, German), Rockford
Lutheran High School, Rockford, IL 1971-1978 (also served as registrar, advisor to student council, and
coached cross country and track and field)
Assistant Principal, Rockford Lutheran High School, Rockford, IL 1976-1978
Pastor, Our Savior Lutheran Church, Hickory, NC 1978-2002
Instructor (Computer Science, Religion), St. Stephens Lutheran School, Hickory, NC 1979-1994
Worked to found Catawba Valley Lutheran High School, Conover, NC and helped develop
curriculum 1984-85
Instructor (Biology, Physics, Computer Science), Catawba Valley Lutheran High School,
Conover, NC 1985-1992
Instructor (Biology, Human Anatomy and Physiology), Catawba Valley College, Newton, NC
1992-1997
Software Specialist, Lenoir-Rhyne College, Hickory, NC 1997-2002

District Service:

Chair, Task Force on Computer Utilization in the Church 1981-82
Chair, Task Force on Circuit Realignment (twice)
Circuit Counselor, Circuit 17, 1985-88, 1991-94
Chair, Pastors' Conference Program Committee 1998-2000
District Convention Floor Committee on Finance and Support Services
Carolinas District LWML Pastoral Advisor
2nd Vice President (Carolinas' Region) 2000-2002
Carolinas Regional Facilitator, installed October 16, 2002
Delegate to Synodical convention LCMS five times

Other Service:

President, Birthright of Rockford, Rockford, IL 1972-1978
Computer Consultant for Theron Rankin Baptist Association, Hickory, NC
Computer Consultant for Pregnancy Care Center, Hickory, NC
Computer Consultant for Cooperative Christian Ministry, Hickory, NC
Charter President, St. Stephens Kiwanis Club, Hickory, NC
Vice President, Catawba Valley Lutheran Ministerial Association

Present and Past Memberships

American Association for the Advancement of Science
Sigma Xi
NC Science Teachers' Association
Mensa
American Philatelic Association
Kiwanis

Appendix ____

BOARD MEMBER INFORMATION FORM

Note: *To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Background

1. Name of charter school on whose Board of Directors you intend to serve: **Wake Preparatory Academy**

2. Full name: William D. Seaman

Home Address: 5101 Duckdown Ct., Raleigh NC 27604-6103

Business Name and Address:

Telephone No.: 919-212-1199

E-mail Address: wseaman@bellsouth.net

3. Brief educational and employment history

Education: B.A., Concordia Sr. College, Ft. Wayne IN; M.A., UNC, Chapel Hill NC; M.Div., Concordia Seminary, St. Louis MO; D.Min., Concordia Seminary, Ft. Wayne IN

Employment: Biology Instructor, Concordia College, Bronxville NY; Instructor and Assistant Principal, Rockford Lutheran High School, Rockford IL; Sole Pastor, Our Savior Lutheran Church, Hickory NC; Mission Engagement Facilitator, Southeastern District LCMS, Alexandria VA

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?

Birth Right of Rockford, Rockford IL

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 volunteered when I became aware of the proposed founded of Wake Preparatory Academy. I have a strong interest in education, having taught in both public and private schools from middle school through college levels. I believe there is a great need for additional schools that offer quality public education, especially secondary schools in this area. The population of the Wake County area is growing at an astounding rate. Charter schools provide a way of offering elementary and secondary education in a way that is economically more feasible than traditional public schools.

6. What is your understanding of the appropriate role of a public charter school board member?

The charter school board member is not to micromanage the school nor interfere in the roles of administration and teachers. The board member is to develop and set policy and to see that the state and federal objective's and requirements are met by the faculty and staff.

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 matter, explain why you have the capability to be an effective board member.

My educational experience, both as a full-time classroom teacher and assistant principal and as a part time teacher for twenty-five years at middle school through college levels while serving a parish have given me significant insight into the education process and what makes schools successful in achieving their educational objectives and goals. In my current position as mission engagement facilitator for the past sixteen years I have worked with private school staffs and the boards that operate these schools, giving me insight into what makes school boards effective (or ineffective in some cases).

8. Describe the specific knowledge and experience that you would bring to the board.

I have seven years of school administration experience and twenty-five years of parish administration experience. I have a cumulative total of thirty-three years of classroom educational experience. I held secondary teaching certificates from both the state of Illinois and the state of North Carolina. I have technology experience having begun computer education programs in two different school systems and also designed and implemented web sites for a number of non-profit organizations. I also served on the IT staff at Lenoir Rhyne University in Hickory NC for five years installing and repairing computer systems, installing software and training faculty in the use of computer software.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The Mission statement of Wake Preparatory Academy is: Wake Preparatory Academy will provide a challenging and individualized education program with a moral focus while preparing students to graduate from high school with paths to acceptance and success in college, a career and beyond. This means that we will focus on the whole student to help each student be successful in academics as well as life integration, relationships, and developing responsibility and maturity.
2. What is your understanding of the school's proposed educational program? We are planning to use a curriculum that has a proven track record of enabling students to achieve above average in critical fields of science, math, language arts and critical thinking, while also focusing on civic responsibility, leadership and moral values.
3. What do you believe to be the characteristics of a successful school? A successful school begins with a supportive competent administration, credentialed teachers who love their students and are apt to teach. There needs to be trust, support and good relations between the board, administration and faculty. Students must find the school facilities, atmosphere and personnel welcoming and conducive to learning. They must be challenged within their capabilities, given positive feedback, know boundaries and understand the consequences of overstepping those boundaries (discipline).
4. How will you know that the school is succeeding (or not) in its mission? While standardized testing is one aspect of determining success, personal interaction on an individual level with students is critical providing anecdotal evidence of achieving specific goals. Our mission is not just intellectual development, but socialization, personality development, moral values, and the ability to succeed in real life situations. To that end, having students successfully participate in service projects and community activities will provide another indicator of success.

Governance

1. Describe the role that the board will play in the school's operation. The board will not micromanage the school nor have a role in day to day activities. The board will set policy, determine goals and hold the administration accountable for managing the educational program of the school.
2. How will you know if the school is successful at the end of the first year in operation? We will determine if enrollment goals have been reasonably met and if those students who attended have successfully met our educational objectives.
3. How will you know at the end of five years that the school is successful? Not only will we assess enrollment and academic performance of students, but we will also determine if the program is financially sustainable.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? We will need to carefully monitor facilities, staffing, educational program, student performance, discipline, testing, and student performance, as well as communicate with and listen to parents and community leaders.
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 interest of the school? We would confront that individual with our concerns and if those concerns were valid, we would either ask the member to change or resign, depending on the severity of the situation.

**Please include the following with your information form.

Certification

I, William D. Seaman, 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 Wake Preparatory Academy is true and correct in every respect.



Signature

6-6-2018

Date

**BYLAWS
OF
WAKE PREPARATORY ACADEMY**

ARTICLE 1 - NAME

The name of the corporation shall be Wake Preparatory Academy. (the "**Corporation**").

ARTICLE 2 - PURPOSES

The purposes for which the Corporation is organized are:

(A) To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;

(B) To provide a K-12 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the "**Code**"), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code.

ARTICLE 3 - OFFICES

1. Principal Office. The principal office of the Corporation shall be located at 1035 Lake Royale, Louisburg, North Carolina 27549.

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation's registered office shall be located in the State of North Carolina and shall be the business office of the registered agent.

3. Other Offices. The Corporation may have offices at such other places within the State of North Carolina as the Corporation's Board of Directors (the "**Board**") may determine from time to time.

ARTICLE 4 - BOARD OF DIRECTORS

1. General Powers. The business, property, and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation's Articles of Incorporation (the "**Articles**"), these Bylaws (the "**Bylaws**"), and applicable law.

2. Number and Election. The number of Directors on the Board (the “**Directors**”) shall not be less than five (5) or more than nine (9). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected, at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.

3. Terms. The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1) and two (2) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of four (4) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

4. Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board. A Director shall also be at least 21 years of age, be a resident of the State of North Carolina, and hold at least a high school diploma or its equivalent.

5. Excluded Persons. The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.

6. Removal. A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.

7. Resignation. A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation . The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

8. Vacancies. A vacancy on the Board shall be filled as provided in Section 2 of this Article.

9. Compensation. All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 5 — MEETINGS OF DIRECTORS

1. Annual Meeting. The annual meeting of the Board shall be held in the month of May of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

2. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

3. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

4. Open Meetings. All meetings of the Board shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes. Consistent with that Article, the Board shall, among other things: (i) cause a current copy of the schedule of its regular meetings to be kept on file with the Secretary of the Corporation and (ii) give public notice of regular, special, and emergency meetings pursuant to N.C. Gen. Stat. § 143-318.12.

5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of North Carolina and within close proximity to the charter school operated by the Board, such that parents, students, and interested parties may attend.

6. Manner of Acting. The act of a simple majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

7. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all Directors to simultaneously hear one another during the meeting, and such participation shall be deemed presence in person at such meeting. If the Board holds a meeting by conference telephone or other electronic means, it shall provide a location and means whereby members of the public may listen to the meeting, and notice of the meeting shall be provided as required by N.C. Gen. Stat. § 143-318.13.

ARTICLE 6 — COMMITTEES

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE 7 — OFFICERS OF THE CORPORATION

1. Number and Titles. The Officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

4. Resignation. An Officer may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments

which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

8. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

9. Treasurer. The Treasurer shall be a member of the Board and shall: (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

10. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 8 — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

1. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

3. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to N.C. Gen. Stat. § 55A-8-31, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

ARTICLE 9 — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the North Carolina General Statutes each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation’s tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of

funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE 10 — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE 11 — DISPOSITION OF ASSETS

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100 or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100, upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE 12 — NON-DISCRIMINATION

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, gender, disability status, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE 13 — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.

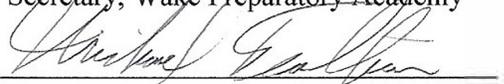
SECRETARY'S CERTIFICATE

This document is to certify that the foregoing Bylaws of Wake Preparatory Academy were duly adopted by resolution of the Board, effective as of the 4th day of June, 2018.

IN WITNESS WHEREOF, the undersigned, being the duly elected and acting Secretary of the Corporation has signed this Secretary's Certificate this the 4TH day of JUNE, 2018.

Michael Featham

Secretary, Wake Preparatory Academy



Signature

**ARTICLES OF INCORPORATION
OF
NORTH WAKE PREPARATORY ACADEMY**

The undersigned, being of the age of eighteen years or older, does make and acknowledge these Articles of Incorporation for the purpose of forming a corporation under and by virtue of the North Carolina Nonprofit Corporation Act, as provided in Chapter 55A of the General Statutes of North Carolina.

ARTICLE I

The name of the corporation is North Wake Preparatory Academy (the “**Corporation**”).

ARTICLE II

The Corporation is a “charitable or religious corporation” as defined in N.C. Gen. Stat. § 55A-1-40(4).

ARTICLE III

The street address and county of the Corporation’s registered office is 1035 Lake Royale Louisburg, Franklin County, North Carolina 27549. The name of the Corporation’s registered agent at that address is Hilda A. Parlér.

ARTICLE IV

The street address and county of the Corporation’s principal office is 1035 Lake Royale Louisburg, North Carolina 27549.

ARTICLE V

The name of the incorporator is Hilda A. Parlér and her address is 1035 Lake Royale Louisburg, North Carolina 27549.

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The purposes for which the Corporation is organized are:

- a. To operate a public charter school in the State of North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*;
- b. To operate exclusively for charitable, educational, religious, and scientific purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue laws (the “**Code**”); and

c. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina, provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code or the corresponding provision of any future United States Internal Revenue Code.

ARTICLE VIII

The Board of Directors of the Corporation shall consist of those persons as may be elected to the Board of Directors from time to time in accordance with the provisions of the bylaws of the Corporation. Subject to those provisions, the Board of Directors alone shall have the authority to adopt and amend the bylaws, approve budgets, and govern and conduct the affairs of the Corporation.

ARTICLE IX

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school with public funds shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-218.100(b) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-218.100(b), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE X

No part of the net earnings of the Corporation shall be distributable to or inure to the benefit of its officers or directors or any private person, except that the Corporation shall be authorized to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its exempt purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office, including the publication or distribution of statements. Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on by: (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code; or (ii) a corporation to which contributions are deductible under Section 170(c)(2) of the Code.

ARTICLE XI

To the maximum extent permitted by applicable law, no person who is serving or who has served as a Director of the Corporation shall be personally liable for any action for monetary damages for breach of his or her duty as a Director, whether such action is brought by or in the right of the Corporation or otherwise. Neither the amendment or repeal of this paragraph, nor the adoption of any provision of these Articles of Incorporation inconsistent with this paragraph, shall eliminate or reduce the protection afforded by this paragraph to a Director of the Corporation with respect to any matter which occurred, or any cause of action, suit, or claim which, but for this paragraph would have accrued or risen, prior to such amendment, repeal, or adoption.

These Articles of Incorporation are hereby signed by the incorporator on the 12th day of August, 2016.

Hilda A. Parlér

Hilda A. Parlér, Incorporator



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF AMENDMENT

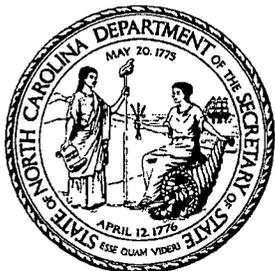
OF

NORTH WAKE PREPARATORY ACADEMY

WHICH CHANGED ITS NAME TO

WAKE PREPARATORY ACADEMY

the original of which was filed in this office on the 11th day of July, 2018.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 11th day of July, 2018.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: NORTH WAKE PREPARATORY ACADEMY

2. The text of each amendment adopted is as follows (state below or attach):
WAKE PREPARATORY ACADEMY is the New Name.

3. The date of adoption of each amendment was as follows: JUNE 4, 2018

4. (Check a, b, and/or c, as applicable)
a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (set forth a brief explanation of why member approval was not required)

ONLY THE BOARD OF DIRECTORS APPROVED THE AMENDMENTS BECAUSE THE CORPORATION DOES NOT HAVE MEMBERS PER ARTICLE VI.

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.
c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

5. These articles will be effective upon filing, unless a date and/or time is specified: _____

This the _____ day of _____, 20_____.

North Wake Preparatory Academy

Name of Corporation

Hilda A. Parler Digitally signed by Hilda A. Parler
Date: 2018.05.30 09:52:08 -04'00'

Signature

Hilda A. Parler, Founder-Board President

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

BUSINESS REGISTRATION DIVISION
(Revised August 2016)

P.O. BOX 29622

RALEIGH, NC 27626-0622
Form N-02

SERVICE PROVIDER AGREEMENT

This Service Provider Agreement (this “Agreement”) is entered into and effective as of September 21, 2018 (the “Effective Date”), by and between CHARTER ONE, LLC, an Arizona limited liability company (“CHARTER ONE”), and WAKE PREPARATORY ACADEMY, a North Carolina Non-profit Corporation (“WPA”). For purposes of this Agreement, CHARTER ONE and WPA shall be referred to collectively as the “Parties.”

RECITALS

WHEREAS, WPA intends to establish a public charter school in North Carolina pursuant to N.C. Gen. Stat. § 115C-218 *et seq.*, as amended (the “Charter School”);

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

WHEREAS, WPA and CHARTER ONE 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 Parties desire to enter into this Agreement so CHARTER ONE may assist WPA in maximizing student achievement for all students WPA serves.

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, 2025, unless otherwise restricted by law or earlier terminated as provided in Article VII below (the “Initial Term”). Any such termination shall only be effective at the end of the then-current fiscal year.

1.2 Renewal. After the Initial Term, this Agreement will continue for the duration of WPA’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”). Any such termination shall only be effective at the end of the then-current fiscal year.

1.3 Qualified Management Contract Term Limits. The Parties hereto intend that this Agreement shall not result in private business use, as defined in relevant federal law. Therefore, the Parties agree that the terms of this agreement shall be interpreted to comply with IRS Rev. Proc. 2017-13. In connection therewith, (i) WPA shall approve the annual budget with respect to

Page 1

Service Provider Agreement
Between CHARTER ONE and WPA

the managed property, capital expenditures with respect to the managed property, disposition of the managed property, rates charged for the use of the managed property, and the general nature and type of use of the managed property; (ii) CHARTER ONE shall not bear the risk of loss upon damage or destruction of the managed property (iii) CHARTER ONE agrees not to claim any depreciation or amortization deduction, investment tax credit, or deduction for any payment as rent with respect to the managed property; and (iv) CHARTER ONE will not have any role or relationship with WPA that substantially limits WPA's ability to exercise its rights under this contract such as (x) more than 20% of the voting power of the governing power of WPA vested in the directors, officers, shareholders, partners, members, and employees of CHARTER ONE, in the aggregate, (y) the governing body of WPA including the chief executive officer of CHARTER ONE or the chairperson (or equivalent executive) of CHARTER ONE's governing body; or (z) the chief executive officer of CHARTER ONE being the chief executive officer of WPA or any of WPA's related parties.

ARTICLE II RESPONSIBILITIES OF WPA

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

2.1.1 WPA Board Authority. The Board maintains ultimate control over WPA's activities, including but not limited to, setting and approving the annual budget (the "Annual Budget"), mission, vision, goals, educational program, curriculum, admission procedures, strategic priorities, school policies, student conduct, dispute resolution procedures, school calendars and employment decisions for WPA, as well as capital expenditures, property dispositions and rates charged for any third party use of the managed property. The Board shall have final decision-making authority with regard to any disputes involving discretionary decisions made or to be made in the course of carrying out the terms of this Agreement. Nothing in this Agreement may be construed to limit in any way the ability of the Board to carry out its legal and fiduciary duties to WPA.

2.1.2 Charter Oversight. The Board shall oversee this Agreement and retains the ultimate responsibility for meeting the terms of WPA's charter contract.

2.1.3 Financial Oversight. The Board, and such staff as the Board may employ, will monitor the sufficiency of WPA's accounting, financial policies, controls and processes as well as the engagement, independence, and performance of WPA's outside auditor to audit WPA's annual financial results and compliance with the charter contract.

2.1.4 CHARTER ONE Access. WPA will ensure CHARTER ONE has access to personnel, financial, and other information related to and necessary to carry out the Services.

2.1.5 Annual Review. WPA's Board shall conduct an evaluation of the Services provided by CHARTER ONE on at least an annual basis. CHARTER ONE's performance will be measured based on achievement of the operational, academic, and financial benchmarks

determined by the most recent NC Charter School Performance Framework (the “Benchmarks”). CHARTER ONE agrees to fully participate in the review process. If WPA determines, in its sole discretion, that the Benchmarks have not been achieved, WPA may direct CHARTER ONE to develop and propose a plan to correct any deficiencies or terminate this Agreement pursuant to Article VII below.

ARTICLE III RESPONSIBILITIES OF CHARTER ONE

3.1 Services. During the Term, CHARTER ONE shall provide WPA with the following services (the “Services”):

3.1.1 Development Services. At the written request of WPA, CHARTER ONE shall provide charter school development services as set forth in **Exhibit A** attached hereto.

3.1.2 Operational, Academic, Financial, Compliance Services. CHARTER ONE shall provide the operational, academic, financial and compliance Services, as defined and set forth in **Exhibit B** attached hereto.

3.1.3 Human Resource Administration. CHARTER ONE shall provide human resource services for WPA for all WPA staff and personnel (“WPA Employees”), and all CHARTER ONE employees assigned to provide services at the Charter School. CHARTER ONE shall:

3.1.3.1 Have board delegated power and authority to recruit, hire, discipline, promote, terminate and otherwise make management decisions regarding WPA Employees pursuant to WPA’s Board approved policies and procedures; provided, however, that CHARTER ONE shall obtain Board pre-approval prior to hiring or terminating teachers.

3.1.3.2 CHARTER ONE agrees to not solicit or redirect any WPA Employee to CHARTER ONE or to other CHARTER ONE clients without the prior written consent of the Board.

3.1.3.3 Perform all human resource management and benefits administration services as is necessary for WPA Employees, including:

3.1.3.3.1 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 WPA Employees. However, WPA 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.

3.1.3.3.2 Submit health insurance coverage options for WPA Employees to the Board for its consideration and procurement of such policy terms and limitations

as approved by the Board. WPA 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.

3.1.3.3.3 Manage compliance with federal, state, and local labor and employment laws applicable to WPA 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”).

3.1.3.4 Manage compliance with all provisions of the ACA applicable to WPA 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.

3.1.4 Actions in Accordance with WPA’s Exempt Status and Charter. To the extent applicable, CHARTER ONE agrees that in providing the Services pursuant to this Agreement CHARTER ONE will not act in a manner that will threaten to terminate WPA’s tax-exempt status, as described in Internal Revenue Code Section 501(c)(3) or WPA’s charter contract (the “Charter”) under North Carolina Law.

3.1.5 Actions in Accordance with Privacy Laws. In the course of carrying out its responsibilities under this Agreement, CHARTER ONE agrees to maintain the confidentiality of information as required by law. CHARTER ONE 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. WPA hereby designates the employees of CHARTER ONE as “other school officials” and agents of WPA, 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. WPA shall select depository institutions accounts for all funds received by WPA, and all funds received by WPA shall be deposited in such accounts. All interest and investment earning on WPA’s deposits shall accrue to WPA. The signatories on such accounts shall include representative(s) of CHARTER ONE and WPA, as approved by the Board. Upon Board approval, CHARTER ONE 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 WPA reserves the right, with seven (7) days’ prior

written notice, to review the previous month's invoices and payments. CHARTER ONE shall timely provide a report to WPA showing such invoices and payments.

3.3 Account Management. CHARTER ONE shall supervise, manage, disburse and account for all revenues consistent with the Annual Budget, this Agreement, the Charter, Board resolutions and applicable law. Revenues shall be used to pay for the fees or expenses associated with WPA's operations. Upon seven (7) days' prior written request, CHARTER ONE shall provide WPA with accurate and complete documentation of all revenues and expenses. CHARTER ONE agrees to comply with WPA's Signature Authority Policy, as amended by the Board from time to time, in the management of WPA's bank accounts, lines of credit or other financial accounts.

3.4 Use of WPA Funds. Any costs or expenses paid by or charged to WPA shall be limited to those costs specified to WPA, and shall not include any costs or expenses of CHARTER ONE or CHARTER ONE's other clients.

3.5 Availability of Funds. CHARTER ONE 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 CHARTER ONE's own negligent or intentional acts or omissions, or failure of the North Carolina Department of Public Instruction ("NCDPI") to make timely deposits.

3.6 Record Retention. All records under CHARTER ONE'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 WPA's location or chosen facility. CHARTER ONE shall make any records stored with CHARTER ONE available at WPA's request for duration of the Term and for so long as is required by the Retention Schedule. Upon termination of this Service Agreement, CHARTER ONE shall deliver to WPA all records pertaining to WPA within seven (7) business days.

3.7 Place of Performance. Unless prohibited by applicable law or the Charter, CHARTER ONE reserves the right to perform the Services, other than instruction, such as purchasing, administrative functions, and professional development, off-site.

3.8 Additional Services. As referenced in this Agreement, certain additional services provided by CHARTER ONE outside of the ongoing Services may be recommended by CHARTER ONE for approval by WPA. The costs for the additional services, after approval by WPA, shall be charged separately to WPA. WPA recognizes that CHARTER ONE possesses the time, expertise, negotiating power and the ability to procure such additional services beyond the time, expertise, negotiating power and ability available to WPA. In procuring such reimbursable additional services, CHARTER ONE is exercising and utilizing its time, expertise, negotiating power and ability, which in and of itself is a valuable service provided for WPA.

3.9 Subcontracts. CHARTER ONE reserves the right to subcontract any and all aspects of the Services. Provided, however, that CHARTER ONE shall not subcontract the oversight of the educational program, except with prior written approval of the Board.

ARTICLE IV PERSONNEL & TRAINING

4.1 Personnel. CHARTER ONE shall recruit, select, hire, and assign qualified personnel and support staff for the Charter School (“Personnel”). CHARTER ONE 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. Personnel shall be employees of CHARTER ONE and shall be paid pursuant to the Annual Budget. CHARTER ONE and the Board each shall be responsible for their respective employees.

4.2 School Director. CHARTER ONE shall recruit, select, hire, and assign one or more qualified administrators for the Charter School (the “Director”). CHARTER ONE shall have the responsibility and authority to evaluate, transfer, discipline, and terminate the Director. The Director shall be an employee of CHARTER ONE and shall be paid pursuant to the Annual Budget. The Director shall work with CHARTER ONE on the day-day to management and operation of the Charter School. CHARTER ONE shall remove the Director from the Charter School if the Board is reasonably dissatisfied with the Director’s performance. However, absent compelling circumstances, the Board shall provide CHARTER ONE and the Director six (6) months to correct the basis for the Board’s reasonable dissatisfaction.

4.3 Teachers. CHARTER ONE shall recommend to the Board for its consideration and approval, qualified teachers for the Charter School. All teachers shall be jointly employed by WPA and CHARTER ONE for such purposes as inclusion in the compensation and employee benefit plans of CHARTER ONE, payroll administration, and other employment policies and practices. The Board shall retain hiring and firing authority for jointly employed teachers at the Charter School pursuant to N.C. Gen. Stat. § 115C-218.90(a)(1), as amended.

4.4 Training. CHARTER ONE 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 CHARTER ONE determines reasonable and necessary under the circumstances.

4.5 Background Checks and Qualifications. CHARTER ONE shall comply with applicable law regarding background checks, unprofessional conduct searches, and certification/licensure, as applicable, for all persons working at the 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.

4.6 All decisions made by CHARTER ONE, and any discretion exercised by CHARTER ONE, in its selection, hiring, evaluation, assignment, discipline, transfer, and

termination of personnel, shall be consistent with the Annual Budget, WPA's charter contract, and relevant law.

ARTICLE V RELATIONSHIP OF THE PARTIES

5.1 CHARTER ONE is an independent contractor performing the Services for WPA and is neither a division nor a part of WPA. Likewise, WPA is neither a division nor a part of CHARTER ONE. 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 WPA and CHARTER ONE or to make one the fiduciary of the other. Neither WPA nor CHARTER ONE 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 WPA nor CHARTER ONE has nor may represent that it has the power to bind or legally obligate the other. WPA acknowledges that CHARTER ONE may have other school clients. CHARTER ONE shall maintain separate accounts for each client and shall only charge WPA for expenses incurred by or on behalf of WPA.

5.2 Designation of Agents. Subject to its discretion, WPA hereby authorizes CHARTER ONE to communicate with and negotiate on behalf of WPA and the Charter School with all local, state, and federal agencies.

5.3 Sales and Use Taxes. Refunds shall accrue to WPA.

ARTICLE VI CONSIDERATION

6.1 Compensation for Services.

6.1.1 Fee. In exchange for providing the Services hereunder, WPA will pay CHARTER ONE an annual fee in an amount equal to 15% of total revenues of WPA, or a lesser amount if agreed to in writing by CHARTER ONE (the "Fee"). The Fee shall be set forth in the Annual Budget.

6.2 Expenses. WPA shall be responsible for all budgeted or otherwise Board approved expenses and CHARTER ONE shall have no obligation to pay such expenses from its own funds. CHARTER ONE shall be reimbursed for actual costs incurred that are the responsibility of WPA. WPA agrees to pay all reimbursements owed to CHARTER ONE within thirty (30) days after receipt of invoice from CHARTER ONE. Without limiting the foregoing, in addition to the Fee, WPA shall pay Direct Expenses and reimburse or permit Pass Through Expenses (as each of those terms is defined in **Exhibit B**), for all costs and expenses incurred, without limitation. For those expenses that are payable directly by WPA, WPA shall authorize and establish an WPA account for which appropriate CHARTER ONE representatives are permitted signers on the account and shall fund such an account on a quarterly basis, or on a basis consistent with WPA's anticipated schedule for receipt of local, state and federal revenues, with sufficient funds to permit CHARTER

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Service Provider Agreement
Between CHARTER ONE and WPA

ONE to pay Direct Expense for WPA's legitimate and ordinary operating expenses such as utility bills and office supplies. WPA will not be required to reimburse CHARTER ONE for non-budgeted expenses advanced without the prior written approval of WPA.

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, CHARTER ONE shall deliver an invoice for one-twelfth (1/12) of the Fee and expenses, if any, to WPA. WPA shall remit payment within thirty (30) business days of it receiving such invoice. If WPA fails to receive timely funding from the state, the Parties may agree in writing to a revised payment schedule. If WPA fails to pay an invoice in full within thirty (30) days after the invoice date due to no fault of CHARTER ONE, 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 CHARTER ONE may terminate this Agreement pursuant to Article VII.

ARTICLE VII TERMINATION

7.1 Termination. Either party may terminate this Agreement if a party materially breaches any of its obligations hereunder and fails to cure such breach within 60 days of written notice ("Cure Period") from the non-breaching party specifying the breach, or fails to take substantial steps toward a cure within the Cure Period if the breach is incapable of cure within the Cure Period. Notice shall be provided as outlined in Section 11.5. The effective date of any termination of this Agreement shall be the last day of the then-current fiscal year.

7.2 Termination of Charter/Reduction of Funds/Change in Law. The Parties recognize that WPA's obligations herein depend upon appropriation of funds pursuant to the Charter. If the Charter is terminated, if the North Carolina Department of Public Instruction fails to appropriate the necessary funds, or if WPA's funding is reduced during the fiscal year, WPA may request renegotiation of this Agreement. Further, if any federal, state or local law or regulation, court or administrative decision, Attorney General's opinion, or charter school authorizer's decision has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Any such renegotiation shall be undertaken in good faith and may include the use of a third-party mediator. If the Parties are unable to renegotiate the terms within ninety (90) days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement. The effective date of any termination of this Agreement shall be the last day of the then-current fiscal year.

7.3 Effective Date of Termination. The Parties acknowledge that termination of this Agreement will materially disrupt its core objective of providing quality education to students. Therefore, the Parties agree that the effective date of any termination of this Agreement shall be the last day of the then-current fiscal year.

7.3.1 Advances/Out-of-Pocket Expenses. Except as otherwise provided in this Agreement, upon termination or expiration of this Agreement for any reason, all advances or out-

of-pocket expenses paid by CHARTER ONE in accordance with this Agreement shall be repaid by WPA consistent with receipt of funds from the State of North Carolina. Provided, however, if funds are not received by WPA from the State of North Carolina, such as in the case of a Charter not being granted, or other similar events, CHARTER ONE shall bear the risk of loss of all Advances/Out-of-Pocket Expenses.

ARTICLE VIII INDEMNIFICATION

8.1 Indemnification of CHARTER ONE. WPA shall indemnify, defend, save, and hold CHARTER ONE 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, any noncompliance by WPA with any agreements, covenants, warranties or undertakings of WPA contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of WPA contained in or made pursuant to this Agreement. In addition, WPA will reimburse CHARTER ONE 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 8.1 may be met by the purchase of insurance pursuant to Section 8.4.

8.2 Indemnification of WPA. CHARTER ONE shall indemnify, defend, save, and hold WPA 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 CHARTER ONE with any agreements, covenants, warranties or undertakings of CHARTER ONE contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of CHARTER ONE contained in or made pursuant to this Agreement. In addition, CHARTER ONE will reimburse WPA 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. WPA 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 CHARTER ONE.

NOTE: Reimbursement of sales taxes by the State shall accrue to WPA

8.4 Insurance Coverage. WPA 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.

8.4.2 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 "CHARTER ONE'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 CHARTER ONE and of which CHARTER ONE is deemed to be the author and originator. The Parties agree that CHARTER ONE shall have and retain all right, title, and interest in and to CHARTER ONE's Materials and that CHARTER ONE 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. CHARTER ONE retains the right to sell any of CHARTER ONE's Materials. In the event WPA is held, for any reasons, to have any right title, or interest in and to any of CHARTER ONE's materials, whether or not copyrighted or copyrightable, trademarked or registerable, patented or patentable, WPA hereby unconditional and irrevocably transfers and assigns such right, title, and interest in and to CHARTER ONE as an essential part of the consideration for this Agreement. WPA further agrees that it shall, within five (5) days after receipt of a written request from CHARTER ONE, execute a written instrument for the purpose of waiving its rights, if any to attribution for any of CHARTER ONE'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 WPA are derivative of CHARTER ONE'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. WPA acknowledges and agrees that CHARTER ONE is not transferring or selling, and WPA is not receiving, purchasing, or acquiring any intellectual property or proprietary rights in or to CHARTER ONE's Materials.

9.4 Licenses. CHARTER ONE hereby grants to WPA a revocable, non-exclusive, non-transferable right to use CHARTER ONE's Materials and any materials created by WPA which are derivative of CHARTER ONE's Materials, solely in connection with the operation of the Charter School for which CHARTER ONE provides the Services under this Agreement (the "License"). This License shall terminate upon the termination of this Agreement. WPA represents and warrants that during the Term and following the expiration or termination of this Agreement, WPA will not exploit or assist any third party to exploit any of CHARTER ONE's Materials for commercial purposes. Subject to applicable law, WPA grants CHARTER ONE a non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display any and all WPA materials, solely related to educational purposes for WPA, 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 CHARTER ONE. CHARTER ONE hereby represents and warrants to WPA:

10.1.1 CHARTER ONE 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 CHARTER ONE 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 CHARTER ONE and constitutes the legal and validly binding obligation of

CHARTER ONE, enforceable against CHARTER ONE 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 CHARTER ONE'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 CHARTER ONE agrees to comply with any terms and conditions imposed by the Charter or the charter school authorizer.

10.1.5 CHARTER ONE 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 CHARTER ONE 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 CHARTER ONE 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 CHARTER ONE agrees not to claim any depreciation or amortization deductions, tax credits or rent deductions, with respect to any facility owned or occupied by WPA that is financed by tax-exempt bonds.

10.2 Disclaimer of Warranty. CHARTER ONE 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 WPA, including without limitation, the condition of any such item, its merchantability or fitness for any particular purpose. Notwithstanding the foregoing, CHARTER ONE shall enforce any existing manufacturer warranties on all equipment, materials, or supplies purchased on behalf of or for the use of WPA.

10.3 Representations and Warranties of WPA. WPA hereby represents and warrants to CHARTER ONE:

10.3.1 WPA 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 (i) authorizes WPA to operate a charter school in North Carolina and receive per pupil revenue; and (ii) approves the education program and other activities implemented by WPA.

10.3.3 WPA 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 Wake 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 WPA and CHARTER ONE 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: WPA
WAKE PREPARATORY ACADEMY
ATTN: Hilda A. Parlér
1035 Lake Royale
Louisburg, NC 27549
hilda.wakeprepacademy@gmail.com

TO: CHARTER ONE
CHARTER ONE, LLC
ATTN: William Guttery
2450 S. Gilbert Road, Suite 100
Chandler, Arizona 85286
bill@charter.one

11.6 Assignment. This Agreement may not be assigned by CHARTER ONE without the consent of WPA, 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 WPA and CHARTER ONE, and with approval of the State Board of Education.

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 CHARTER ONE are found to be an invalid delegation of authority by WPA, 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 WPA and CHARTER ONE, 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 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.

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.

**CHARTER ONE, LLC,
an Arizona limited liability company**

Name:
Title: Managing Member

**WAKE PREPARATORY ACADEMY
a North Carolina Non-Profit Corporation**

Hilda A. Parlér

Name: Hilda A. Parlér
Title: Founder, Board President

EXHIBIT A DEVELOPMENT SERVICES

1. Searching for, researching and developing opportunities for charter school location;
2. Writing, submitting and pursuing new charter applications as directed by the Board;
3. Writing, administering and reporting on start-up grants for charter school sites;
4. Negotiating real estate purchase agreements, capital equipment purchases and leases, as directed by the Board;
5. Conducting financing negotiations for new sites;
6. Developing options for and selecting architectural firms for site development;
7. Developing options for and selecting contractors for site development and overseeing building and/or remodeling activities;
8. Marketing new charter schools in the community, including the development and implementation of public relations strategies for charter schools, as well as conducting regular outreach efforts for charter schools;
9. Managing the student registration process prior to the charter school opening;
10. Recruiting and hiring employees;
11. Managing the planning and implementation of teacher training for new sites; and
12. The performance of any other function necessary or expedient for the set-up and opening of the Charter School in compliance with the Office of Charter School's Ready-to-Open process.

EXHIBIT B

OPERATIONAL, ACADEMIC, FINANCIAL, AND COMPLIANCE SERVICES

CHARTER ONE will provide the following Services (Operational Services, Academic Services, Financial Services, and Compliance Services) to WPA:

Operational Services

Site Management. Subject to CHARTER ONE'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 the charter school's academic program by the Director, Assistant Director, and Chief Academic Officer.
- Overall management of the K-6 site by the Director and Assistant Director.
- Overall management of the 7-12 site by the Director and Assistant Director(s)
- Overall management of the 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 WPA, which shall include WPA 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 CHARTER ONE 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 WPA
- 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 the 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 WPA 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 the charter schools
- Prepare and distribute press releases for WPA
- Conduct regular outreach efforts for WPA
- Engage firms for PR or marketing services as required
- Oversee the development of a coherent brand identity for WPA 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 WPA 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 WPA in remaining in compliance with state and federal regulations regarding student health
- Assist WPA in complying with local, state and federal reporting requirements and student care
- CHARTER ONE shall periodically audit WPA to validate alignment with the policies and procedures recommended by CHARTER ONE
- Assist WPA 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 WPA's corporate files
- Provide support for Board meetings, as required

- Prepare state required annual reports and annual reports for the 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 WPA'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 WPA.
- Manage and oversee food services

Mission Statement

- Assist the Board in implementing and maintaining WPA'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 the charter school's services)
- Conduct student retention analysis
- Prepare periodic enrollment reports for the Board
- PowerSchool (former NC Wise) 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 the 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 WPA course audits

- Design and manage the 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 WPA, and CHARTER ONE 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.

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 100% 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 CHARTER ONE determines reasonable and necessary. Such training and development shall be consistent with the guidelines released by the state.

Exceptional Children Services (“EC”)

- Assist WPA 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 WPA in understanding state and federal laws relating to Section 504, and suggest policies and procedures to the Board that will assist WPA in complying with such laws.

Complaint Resolution

- Offer assistance and guidance related to formal complaints filed against WPA and CHARTER ONE concerning the schools, including, but not limited to, complaints filed with the Office of Civil Rights, the Department of Justice, the state, the 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. CHARTER ONE shall notify WPA, in writing, of any additional costs or expenses determined to be necessary to provide these complaint resolution service, and WPA shall approve the same prior to CHARTER ONE providing such services.
- CHARTER ONE shall immediately notify WPA of any of all notices or complaints from Office of Civil Rights, the Department of Justice, the state, the 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 WPA'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 WPA.

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 WPA; detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, WPA by CHARTER ONE, whether incurred on-site or off-site; and reports on WPA's status on the financial performance in relation to the most recent NC Charter School Performance Framework. Such financial reports shall be provided to WPA at least quarterly or upon seven (7) days' written request by WPA.
- 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 WPA during an annual audit of WPA's financial statements by an independent certified public accountant retained by WPA. The cost of the audit shall be the responsibility of WPA, as provided for in the budget.
- Prepare such other reports on the finances and operation of WPA as requested or required by the state, the Board, or the charter school authorizer.
- Provide advice regarding contracts including, but not limited to facilities, curriculum, and purchase and sales agreements. In addition, CHARTER ONE shall provide advice related to forecasting of future fiscal needs for WPA.
- 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 WPA in writing. WPA may authorize in writing one or more WPA Employees to dispense payment for expenses; such authority shall be subject to the limitations set forth by WPA.
- Coordinate the preparation and filing of all necessary tax returns for WPA 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. CHARTER ONE shall ensure WPA's Board has an opportunity to review and approve WPA's Form 990 prior to filing.
- Manage accounts payable and accounts receivable
 - Includes CHARTER ONE's management and supervision of all accounts payable and WPA's bank account and lines of credit, including the direct payment of WPA's bills and expenses by CHARTER ONE on behalf of WPA from WPA's bank

accounts.

- Reasonable costs and expenses associated with goods and services not covered by the Fee but anticipated in WPA's Board approved budget may be paid by WPA by either of two methods, as determined by CHARTER ONE: (1) such expenses may initially be paid by CHARTER ONE and invoiced to WPA for reimbursement to CHARTER ONE ("Pass Through Expenses"); or (2) CHARTER ONE may pay such expenses directly from WPA'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 WPA's ordinary and recurring operating expenses, including without limitation, utility bills, WPA Employees' salaries, supplies, building maintenance and repair, equipment maintenance and repair.

Compliance Services

Charter One shall manage compliance in all areas delegated to it under this Agreement, and may refer matters to outside counsel for WPA 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 WPA 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 WPA 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
- If any conflicts occur between federal, state, or local laws, or regulations and requirements and CHARTER ONE agreements and policies including changes in law, the laws of North Carolina shall govern.

**BUILD-TO-SUIT LEASE
WITH OPTION TO PURCHASE**

between

Schooldev East LLC or Assigns

as the Landlord

and

Wake Preparatory Academy, Inc.,

as the Tenant

Draft

Dated: September 25, 2018

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BASIC LEASE INFORMATION¹

| | |
|-----------------------------|--|
| Lease Date | September 25, 2018 |
| Tenant | Wake Preparatory Academy, a North Carolina nonprofit corporation |
| Tenant's notice address | 1035 Lake Royale Louisburg, NC 27549 Attn: Hilda A. Parlér Telephone (for verification purposes only): 919.357.4649 Email: hilda.wakeprepacademy@gmail.com |
| Landlord | Schooldev East LLC or Assigns, a Utah limited liability company |
| Landlord's notice address | Schooldev East LLC or Assigns 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. TBD |
| Facility | To-be-constructed leasable space in facilities to be located on the Premises, comprising rentable square feet as more particularly described on exhibit B. TBD |
| Substantial Completion Date | Anticipated to be July 15, 2020 |
| Commencement Date | Upon Possession -The first lease payment will be due October 1, 2020. |
| Lease Term | 240 months-20 Yr. Lease-Renewal |
| Base Rent | See exhibit C |
| Security Deposit | 1 month rent. Security deposit payments will be paid over 18 months beginning in the 7 th month of the lease. |

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 September 25, 2018, today between Schooldev East LLC, a Utah limited liability company (the “**Landlord**”), and Wake Preparatory Academy 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 have the Landlord acquire and build a building and other improvements on land in Wake County, NC, 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.** If the Landlord acquires 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.

1.2 **Lease Conditioned on Acquisition of Premises.** If the Landlord does not purchase the Land on or before July 2019 (the “**Land-Purchase Deadline**”), either party may elect to terminate this Lease by providing written notice to the other before the closing of the purchase of the Land. If the Landlord has incurred material expenses related to the purchase of the Land, the Landlord may extend the Land-Purchase Deadline by 12 months by written notice to the Tenant given on or before the Land-Purchase Deadline. The Landlord and the Tenant may, but are not required to, agree to use different substitute land, in which case the Landlord may amend exhibit A to be the legal description for the substituted Land. The Landlord has no obligation to purchase or try to purchase the Land.

1.3 **Lease Conditioned on Construction Financing.** The parties acknowledge that the Landlord intends to obtain construction financing to construct the Improvements (the “**Construction Financing**”). If the Landlord’s lender has not, on or before Dec. 1, 2019, signed loan documents requiring the lender to fund the entire construction loan required to complete the Improvements, the Landlord may elect to terminate this Lease by providing written notice to the Tenant.

ARTICLE 2 TERM

2.1 **Term.** The term of this Lease begins on the Commencement Date and continues until the end of the calendar month that is 240 months after the Commencement Date (that term, 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**” means the earlier of (a) the Substantial Completion Date and (b) 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, and if requested by the Landlord at the time of installation, 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, 2020, and (b) 30 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 18 months commencing seven months after the Commencement Date, the Tenant shall deposit with the Landlord the sum of 1/18 of one month's rent until the total is equal to one month's rent (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 the principals of Schoodev East LLC 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 super lien 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. Tenant will be provided with copies of all environmental submittals and information sheets on products installed.

(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 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, and all other actual costs the Landlord incurs in installing and constructing the Improvements and preparing 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 (change orders) 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 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 to try to cause Substantial Completion to occur on or before July 15, 2020 (the actual date of Substantial Completion, the **“Substantial Completion Date”**), but the Landlord is not required to obtain a contractual obligation from the general 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 general contractor constructing the Improvements and compliance with reasonable instructions and safety restrictions imposed by the general 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: Mike Featham, 919-562-8225, wolverine1918@gmail.com
Landlord representative: Scott Brand, 801-830-8300, 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 in a first-class, workmanlike manner 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

(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 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.

Property tax rebates will be returned to Tenant.

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 assessment must be paid to prevent the termination by sale or otherwise of the right of redemption of any property or to prevent 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.

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 to 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 Facility. 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 bank account 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 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 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. **These reserve account shall be owned by the tenant.**

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 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, each named as coinsureds and at 100% of full replacement cost, against loss or damage from fire and other 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 Rental Insurance. The Tenant shall maintain in full force a rental value insurance policy covering risk of loss due to the occurrence of any of the hazards described in the preceding sections of this Article 9, in an amount sufficient to prevent the Landlord from becoming a coinsurer, but in any event, in an amount not less than 100% of the then full rental income fixed by this Lease including all Rent.

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 that has been approved by the State Treasurer 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.

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 to 1.0 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

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 Wake County, NC.

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 Wake County, NC, 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 18th 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 shall be 122% of the total development costs between the 19th and 48st month anniversary of the issuance of the certificate of occupancy issued by the requisite governing authority authorizing Tenant to occupy the Premises (the "C of O"), 125% of the total development costs between the 49th and 60th month anniversary of the Cof O.

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: Schooldev East 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: Wake Preparatory Academy
Attn: Hilda A. Parlér
1035 Lake Royale
Louisburg, NC 27549
Telephone (for verification purposes only): 919-357-4649
Email: hilda.wakepreacademy@gmail.com

With a copy to: Cranfill, Sumner, & Hartzog, LLP
Attn: Donna Rascoe, JD
P.O. Box 27808
Raleigh, NC 27611
Facsimile: 919-863-3552
Telephone (for verification purposes only): 919-863-8795
Email: drascoe@cshlaw.com

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

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.

Schooldev East LLC

By: 
Name: Scott Brand
Title: Manager

Wake Preparatory Academy Inc.

By: _____
Name: _____
Title: _____

EXHIBITS

- A: Premises – Legal Description
- B: Facilities/Improvements
- C: Rent Schedule
- D: Tenant Improvements
- E: Expansion Right of First Refusal
- F: Lender Requirements
- G: Option to Purchase

**EXHIBIT A
PREMISES**

[Insert or attach legal description]
To Be Determined as a suitable parcel of land is identified.

Draft

EXHIBIT B

FACILITIES / IMPROVEMENTS

To be determined based on land acquisition and design/planning.

Draft

EXHIBIT C

RENT SCHEDULE

- October 1, 2020 August 30, 2022: 9.0% of total Land and Improvement Cost
- October 1, 2022-end of lease term: Increase of 2.5% of the previous year's lease per year.

(For example, in a sample year, the lease might be \$550,000. The following year, the lease would increase to \$563,750, or a 2.5% increase over the previous year's lease total.)

Draft

EXHIBIT D
THE TENANT IMPROVEMENTS

The Tenant improvements will include the following furniture, fixtures and equipment:

[Insert or attach the Tenant improvements]

To Be Determined

Draft

EXHIBIT E
EXPANSION RIGHT OF FIRST REFUSAL

WHEN RECORDED, RETURN TO:

Schoolhouse Development LLC
Attn: Scott Brand
[Address]

EXPANSION RIGHT OF FIRST REFUSAL

This Expansion Right of First Refusal (the “**Expansion Right**”) is made and entered into as of September 25, 2018, between Schooldev East LLC, a Utah limited liability company (the “**Landlord**”), and Wake Preparatory Academy Inc, a North Carolina non-profit corporation (the “**Tenant**”).

The Landlord and the Tenant are parties to the Build to Suit Lease and Option dated September 25, 2018 (the “**Lease**”). The Lease relates to the real property and improvements described on exhibit A (the “**Property**”). The Tenant acknowledges that the Landlord has made substantial financial commitments for the Tenant’s benefit to acquire property and develop a facility on the Property for use as a charter school (“**Charter School**”) that the Tenant has the option to acquire at a future date. SCHOOLDEV EAST LLC, a Utah limited liability company (the “**Developer**”), is an affiliate of the Landlord. Because of the substantial financial commitments, the Landlord and the Developer require rights related to future expansion on and off the Property. The Landlord’s and Developer’s rights to provide future improvements will survive Lease termination as provided in this Expansion Right.

Therefore, and in consideration of the obligations of the parties in the Lease, the parties agree as follows:

2. **Defined Terms.** A capitalized term in this Expansion Right that is not otherwise defined in this Expansion Right have the meanings given in the Lease.

3. **Expansion Right.** The Tenant gives the Developer a right of first offer to construct future improvements on the Property and on real property adjacent to the Property and a right of first refusal on other improvements for the Tenant and Affiliates of the Tenant on nonadjacent real property. “**Affiliate**” means, as to any party, a person who would be treated as a member of a controlled group of that party under section 414 of the Internal Revenue Code; any officer, director, member, or manager of that party; and any other person that, directly or indirectly, is in control of, is controlled by, or is under common control with that party.

3.1 During the Term, the Tenant shall not make any improvements on the Property without the Landlord’s prior written consent. The Tenant shall not otherwise construct

any improvements on any real property owned, controlled, or leased by the Tenant or the Tenant's Affiliates without complying with the terms of this Expansion Right.

3.2 As to the Property and land adjacent to the Property, the Tenant hereby gives the Developer a right of first offer to construct improvements (whether on the Property, on adjacent property, or on nonadjacent property, an "**Expansion**") on the Property and real property adjacent to the Property (the Property and the real property adjacent to the Property, the "**Contiguous Property**"). Before making any improvement on the Contiguous Property, the Tenant shall notify the Developer in writing of the Tenant's or Affiliate's desire to construct an Expansion on the Contiguous Property (whether pursuant to this section 3.2 or section 3.3, an "**Expansion Notice**"). By written notice to the Tenant on or before 30 days after the Developer's receipt of the Expansion Notice, the Developer may elect to construct the Expansion (that right, the "**Right of First Offer**"). Subject to section 3.1, if the Developer does not so elect to construct the Expansion, the Tenant may contract with a third party to construct the Expansion noted in the Expansion Notice on terms and conditions no more favorable to the third party than those contemplated by this section 3.2. If a contract to construct the Expansion on the Contiguous Property is not entered into with a third party before 90 days after expiration of the Developer's 30-day election period, the Developer's Right of First Offer will be reinstated and the Tenant's right to construct improvements without complying again with the terms of this Expansion Right will terminate. If the Developer elects to construct the Expansion, the Landlord and the Tenant shall enter into an amendment to the Lease or into a new lease on equivalent terms to reflect the terms for the construction and lease of the Expansion. The base rent under the amendment or new lease, as applicable, for the Expansion will be calculated on a basis consistent (but applicable to the Expansion and related costs) with the calculation of Base Rent paid under the Lease at the time the parties enter into the new lease or amendment.

3.3 As to real property not adjacent to the Property ("**Noncontiguous Property**"), the Tenant hereby gives and shall cause the Tenant's Affiliates to give the Developer a right of consultation and a right of first refusal to construct improvements on any Noncontiguous Property. If the Tenant wants to construct improvements on Noncontiguous Property, the Tenant shall give the Developer an Expansion Notice with reasonable details about the planned improvements. The parties shall then promptly discuss the possibility of the Developer constructing the improvements. The Tenant shall not discuss the contemplated improvements or receive bids from third parties related to the improvements until 60 days after the Developer receives the Expansion Notice. If the parties are unable to reach an agreement during that 60-day period, the Tenant may seek a bona fide contract with a third party to construct the improvements referenced in the Expansion Notice. That third-party contract, however, must be subject to Developer's right of first refusal contemplated by this section 3.3. The Tenant shall deliver the third-party contract to the Developer promptly after entering into that third-party contract. On or before 60 days after receiving that third-party contract, by written notice to the Tenant, the Developer may agree to perform the improvements contemplated by the third-party contract and the applicable Expansion Notice on essentially the same terms as in that third-party contract. If the Developer fails to notify the Tenant of the Developer's intent to construct the improvements within the 60-day period, the Tenant shall proceed with the contemplated improvements pursuant to the third-party contract. If for any reason the third-party contract expires or is terminated, the rights of Developer in this section 3.3 will reset, and the

Tenant shall comply with the terms of this section 3.3 again before constructing any improvements on the Noncontiguous Property.

4. The rights of the Developer in this Expansion Right will survive the termination of the Lease and will remain in full force until the 20-year anniversary of the date of the Lease. The Developer is a third-party beneficiary of this Expansion Right and may enforce its terms as if a party to this Expansion Right. The Tenant shall cause each of the Tenant's Affiliates to comply with this Expansion Right as if the Affiliate were the Tenant under this Expansion Right and a party to this Expansion Right. Notwithstanding anything in this Expansion Right or in the Lease to the contrary, the Developer's rights under this Expansion Right are personal to the Developer, remain with the Developer, and will not be included as part of any assignment of the Developer's or the Landlord's other interests in the Lease. Notwithstanding the foregoing, however, the Developer may assign its rights under this Expansion Right to one or more of its Affiliates. This Expansion Right has priority over all liens or claims except for (a) liens and encumbrances recorded before the recording of this Expansion Right; (b) liens for real estate taxes and other governmental assessments and charges; and (c) the lien of any first mortgage or deed of trust on the Premises that has priority over all other mortgages and deeds of trust on the Premises.

5. The parties acknowledge that, except as expressly modified by this Expansion Right, the Lease remains unmodified and in full force and effect. If there is a conflict or inconsistency between the terms of this Expansion Right and the Lease, the terms of this Expansion Right control. This Expansion Right may be signed simultaneously or in counterparts, each of which will be deemed an original, but all of which together will constitute one and the same agreement.

6. 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 Expansion Right.

[Remainder of page intentionally left blank]

The parties are signing this Expansion Right on the date stated in the introductory paragraph.

SCHOOLDEV EAST, LLC

By: 
Name: Scott Brand
Title: Manager

WAKE PREPARATORY ACADEMY

By: _____
Name: _____
Title: _____

Draft

EXHIBIT A TO EXPANSION RIGHT OF FIRST REFUSAL
(Legal Description of Premises)

[Insert or attach legal description]
To Be Determined

Draft

EXHIBIT F EXAMPLE LENDER REQUIREMENTS

1. Tenant shall specifically recognize that the Landlord is obtaining a loan from Lender and that Landlord will be assigning the Lease for the benefit of the Lender. Tenant shall acknowledge that the Lender is an intended beneficiary of all of Tenant's obligations, representations and covenants; provided, however, that the Lender shall have no obligation to remedy any default or take any action required of the Landlord.

2. Tenant shall acknowledge that, pursuant to the assignment of the Lease, Tenant's indemnity obligations shall extend to the Lender.

3. Tenant shall make the following covenants (for so long as the Landlord is indebted to the Lender):

3.1 Tenant shall conform to all requirements of applicable law and shall maintain its existence in good standing.

3.2 Tenant shall promptly notify the Landlord and the Lender of any material adverse event, including, without limitation, a material adverse change in its financial position, a decrease of more than 5% in enrollment, any notice of default from the charter board or any other event that could result in termination of the charter. In the event of the latter, Tenant shall remedy the situation within 90 days or such shorter time as allowed by the charter board.

3.3 Tenant shall provide to the Landlord and the Lender copies of all filings, financial reports and correspondence to and from the chartering district or the charter board.

3.4 Commencing with the first quarter that Tenant commences operations, Tenant shall provide the Landlord and the Lender with (1) internally generated quarterly financial reports within 45 days of quarter end, which financial reports shall include a separate balance sheet and profit and loss statement for each campus operated by Tenant, and (2) an unqualified audited annual financial statement within 180 days of fiscal year end, which annual financial statements may consolidate all campuses operated by Tenant. Each annual statement must be accompanied by a written statement from Tenant certifying there is no event of default under the charter, or the Lease, and that the payment directive in the Loan Agreement remains in full force and effect. Commencing on the first full calendar quarter after occupancy of the Property by Tenant and at the end of each quarter thereafter, Tenant shall also provide actual enrollment and wait-list figures. Tenant shall provide such other financial information as may be reasonably requested. Tenant shall keep complete and accurate books and records which will be made available upon reasonable request.

3.5 Tenant will comply with all terms and provisions of the Lease.

3.6 Tenant shall not incur any indebtedness in excess of \$50,000, other than trade financing for furniture and fixtures not provided by Landlord and an overdraft facility for payroll processing, without the consent of the Landlord and the Lender.

3.7 Tenant shall operate in such a manner as to maintain the current enrollment and increase future enrollment consistent with projections provided to the Lender.

3.8 In the event Tenant fails to operate in such a manner as to maintain the current enrollment and increase future enrollment as set forth above, Tenant shall, at the request of Landlord, and as a condition to requesting forbearance from exercise of remedies by the Landlord, agree to implement any reasonable administrative programs, oversight or training, engage qualified consultants to provide specialized or targeted technical assistance, or enter into a tenant management services agreement with a recognized tenant management company providing the necessary financial and personnel resources reasonably required for successful operation.

3.9 Tenant shall make its rental payments by providing an irrevocable pledge and assignment directive to the applicable state agency that Tenant's funding, to the extent permitted by law, be paid directly to an account specified by the Lender from which the escrow agent will disburse the funds in accordance with the terms of an escrow agreement in a form provided by the Lender. Tenant shall take all action required by Lender in order to ensure that the funding payments are made in this manner, as endorsed by the issuance of an irrevocable pledge and assignment from the applicable state agency in a form reasonably requested by the Lender.

3.10 Notwithstanding anything to the contrary contained in the Lease, Tenant may not terminate the Lease for any reason whatsoever.

3.11 Tenant shall concurrently send all notices provided to the Landlord to the Lender at an address to be specified by the Lender.

3.12 Notwithstanding anything to the contrary in the Lease, Tenant may not assign the Lease without Landlord's and Lender's consent, which consent may be withheld for any reason whatsoever.

EXHIBIT G OPTION TO PURCHASE REAL PROPERTY

SCHOOLDEV EAST LLC, a Utah limited liability company (the “**Seller**”), hereby grants to WAKE PREPARATORY ACADEMY, a North Carolina nonprofit corporation (the “**Purchaser**”), the exclusive option (the “**Option**”) to purchase the real property of the Seller situated in Wake 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 September 25, 2018 (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.**

An escrow will be opened with the Title Company (the **"Escrow Agent"**) on or before seven days after the exercise of the Option. The Seller and the Purchaser shall execute such escrow instructions, not inconsistent with the terms of this Option Agreement, as may be requested by the Escrow Agent. On or before 30 days after the escrow opens, the Purchaser shall deliver to the Escrow Agent proof of the Purchaser's ability to pay the Purchase Price in the form of a commitment letter from a funding source acceptable to the Seller. 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 each party signing and delivering to the Escrow Agent all documents necessary to complete the transaction.

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 summary 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]

Draft

The parties are signing this Option to Purchase Real Property on the date stated in the introductory paragraph.

SCHOOLDEV EAST LLC

By: _____
Name: _____
Title: _____

WAKE PREPARATORY ACADEMY

By: _____
Name: _____
Title: _____

Draft

EXHIBIT A TO OPTION TO PURCHASE REAL PROPERTY
(Legal Description of Premises)

[Insert or attach legal description]
To Be Determined

Draft



live first

1628 North Higley Rd.
Gilbert, AZ 85234
480-641-1100
www.firstintlbank.com

September 4, 2018

Charter One, LLC
19935 E Chandler Heights Rd.
Queen Creek, AZ 85142
(B) 480-420-2101

To Whom It May Concern:

This letter is verification that business customer Charter One, LLC has an account with First International Bank & Trust. This account was established in December 2017 and is currently in good standing.

If you need additional information regarding this account, please contact the bank with any questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Evan Ray', is written over a blue horizontal line that spans across the signature area.

Evan Ray
President
First International Bank & Trust
1628 N. Higley Road
Gilbert, AZ 85234



Insurance Coverage Proposal

Prepared For: Wake Preparatory Academy
Presented By: Micah Rogers

PROPOSAL OVERVIEW

| | |
|-----------------------|--|
| Named Insured: | Wake Preparatory Academy |
| Effective Date: | 10/01/2018 |
| Expiration Date: | 10/01/2019 |
| Locations: | 2250 E Germann Rd, Ste 15 , Chandler , AZ , 85286 |
| Lines of Business: | General Liability Professional Liability Management Liability Auto Liability Property Crime Workers Compensation |

* This proposal provides a summary of coverages, limits, terms and premiums. This proposal does not provide all inclusions or exclusions of actual policy coverages. For information specific to your coverage, please refer to your policy documents or contact our office.

PREMIUM SUMMARY

Prepared: 9/17/2018

For: Wake Preparatory Academy

| Line of Coverage | Estimated Annual Premium |
|---|--------------------------|
| Commercial General Liability | \$861.00 |
| Professional Liability | \$5,000.000 |
| Management Liability (D&O, Fiduciary, Employment Practices) | \$7,500.00 |
| Business Property | \$234.00 |
| Business Auto | \$273.00 |
| Crime | \$930.00 |
| Workers Compensation | \$2,338.00 |
| Total Estimated Annual Premium | \$17,136.00 |

Acknowledgement of Coverage to Bind

| | |
|--|--|
| By signing below, you acknowledge that you are an authorized representative and are requesting to bind coverage presented in this proposal. For any request to modify, add or delete coverage presented in this proposal, please note such changes on the Request for Coverage Modification section. | |
| Representative – Printed Name: | |
| Representative – Signature: | |
| Date: | |

GENERAL LIABILITY

Summary of Insurance

| Coverage | Limits |
|---|---------------|
| General Aggregate | \$2,000,000 |
| Products/Completed Operations Aggregate | \$2,000,000 |
| Personal & Advertising Injury | \$1,000,000 |
| Each Occurrence | \$1,000,000 |
| Damage to Rented Premises (Each Occurrence) | \$100,000 |
| Medical Expense (Any One Person) | \$5,000 |

| Coverage | Limits |
|---|---------------|
| Professional Liability – Errors and Omissions | \$1,000,000 |
| Deductible | \$10,000 |

| Coverage | Limits |
|----------------------------------|---------------|
| Directors and Officers Liability | \$1,000,000 |
| Deductible – D&O | \$10,000 |
| Employment Practices Liability | \$1,000,000 |
| Deductible – EPLI | \$10,000 |
| Fiduciary Liability | \$1,000,000 |
| Deductible - FID | \$0 |

BUSINESS AUTO

Summary of Insurance

Policy Coverages:

| Coverage | Symbol(s) | Limit |
|--------------------------------|------------------|--------------|
| Hired/Non-Owned Auto Liability | Included | \$1,000,000 |
| Non-Owned Auto Liability | Included | \$1,000,000 |

| COVERED AUTO SYMBOLS | | |
|-----------------------------------|---|---------------------------------|
| (1) ANY AUTO | (4) OWNED AUTOS OTHER THAN PRIVATE PASSENGER | (7) AUTOS SPECIFIED ON SCHEDULE |
| (2) ALL OWNED AUTOS | (5) ALL OWNED AUTOS WHICH REQUIRE NO-FAULT COVERAGE | (8) HIRED AUTOS |
| (3) OWNED PRIVATE PASSENGER AUTOS | (6) OWNED AUTOS SUBJECT TO COMPULSORY U.M. LAW | (9) NON-OWNED AUTOS |

PROPERTY COVERAGE

Summary of Insurance

| Coverage | Limit | Deductible |
|----------|-------|------------|
|----------|-------|------------|

| | | |
|-------------------|----------|-------|
| Business Property | \$25,000 | \$500 |
|-------------------|----------|-------|

Enhancement Package Included Below

| Coverage | Limit |
|--|------------------------|
| Additional Costs | \$25,000 |
| Additional Property Covered: | |
| The cost of excavations, grading, backfilling or filling | Included in Bldg Limit |
| Foundations of buildings, structures, machinery or boilers | Included in Bldg Limit |
| Personal property while airborne or waterborne | Included in BPP Limit |
| Underground pipes, flues or drains | Included in Bldg Limit |
| Arson, Theft and Vandalism Rewards (not applicable in New York) | \$25,000 |
| Back Up Of Sewer, Drain Or Sump - Direct Damage | \$100,000 |
| Brands and Labels | Included in BPP Limit |
| Building Owner - Tenant Move Back Expenses | \$25,000 |
| Business Income/Extra Expense Related Additional Coverages (applicable if BI written): | |
| Auto Physical Damage Business Income | \$25,000 |
| Back Up Of Sewer, Drain Or Sump - Business Income | \$100,000 |
| Building Owner - Lessor's Leasehold Interest | \$25,000 |
| Contractual Penalty | \$25,000 |
| Denial of Service | \$25,000 |
| Dependent Properties | \$100,000 |
| Extended Period of Indemnity | 180 Days |
| Extra Expense (applies if no Business Income - ALS coverage) | \$50,000 |
| Food Contamination Shutdown | \$25,000 |
| Increased Realty Tax Assessment | \$25,000 |
| Ingress or Egress | \$50,000 |
| Newly Acquired Locations - Business Income | \$250,000 |
| Pollutant Clean-up and Removal - Business Income | \$25,000 |
| Project R & D Documentation and Prototypes Business Income | Included in BI Limit |
| Transit Business Income | \$25,000 |

| Coverage | Limit |
|---|---|
| Unnamed Premises - Business Income | \$10,000 |
| Utility Services - Time Element | \$25,000 |
| Business Personal Property Seasonal Increase | 10% |
| Change of Temperature and Humidity | Included |
| Claim Expenses | \$25,000 |
| Consequential Loss to Stock | Included in Valuation |
| Debris Removal - Additional Limit | \$25,000 |
| Deductible (waiver of multiple property deductibles) | Included |
| Deferred Payments | \$25,000 |
| Fire Department Service Charge | \$10,000 |
| Fire Extinguishing Equipment | Actual Loss Sustained |
| Inland Marine Related Coverages: | |
| Accounts Receivable | \$100,000 |
| Electronic Information Systems (aka Computer Equipment and Electronic Data) | \$50,000 |
| Fine Arts | \$25,000 |
| Installation Property | \$25,000 |
| Mobile Equipment | \$25,000 |
| Personal Effects - Within the Coverage Territory | \$5,000 Per Person \$25,000 Per Occurrence |
| Personal Effects - Outside the Coverage Territory | \$5,000 Per Person \$25,000 Per Occurrence |
| Property in Transit - Within the Coverage Territory | \$25,000 |
| Property in Transit - Outside the Coverage Territory | \$10,000 |
| Refrigerated Property - In Transit | \$25,000 |
| Salesperson's Samples - Within the Coverage Territory | \$25,000 |
| Salesperson's Samples - Outside the Coverage Territory | \$10,000 |
| Tools and Equipment | \$10,000 |
| Valuable Papers and Records | \$100,000 |
| Lock Replacement | \$10,000 |
| Marring and Scratching | Included |

Enhancement Package Included Below

| Coverage | Limit |
|--|---|
| Members' and Guests' Property | \$1,000 Per Person \$25,000 Per Occurrence |
| Newly Acquired or Constructed Property - Building Per Location | \$1,000,000 |
| Newly Acquired or Constructed Property - Business Personal Property Per Location | \$500,000 |
| Non-Owned Detached Trailers | \$10,000 |
| Ordinance or Law Coverage: | |
| Coverage A - Undamaged Parts of a Building | Included in Bldg Limit |
| Coverage B - Demolition Cost | \$500,000 |
| Coverage C - Increased Cost of Construction | \$500,000 |
| Coverage D - Tenants' Improvements and Betterments | \$25,000 |
| Outdoor Property | \$100,000 |
| Outdoor Trees, Shrubs and Plants (\$2,500 any one item) | \$25,000 |
| Personal Property At Unnamed Premises - Within the Coverage Territory | \$50,000 |
| Personal Property At Unnamed Premises - Outside the Coverage Territory | \$10,000 |
| Personal Property of Others | Included in BPP Limit |
| Pollutant Clean-up and Removal | \$25,000 |
| Premises Boundary Increased Distance | 1,000 Feet |
| Preservation of Property | 90 Days |
| Replacement Cost Valuation for Personal Property of Others | Included |
| Selling Price Valuation | Included |
| Spoilage (formerly Refrigerated Property) | \$25,000 |
| Tenant Building and Business Personal Property Coverage Required By Lease | \$25,000 |
| Tenant's Building Glass Liability | Included in BPP Limit |
| Tenant Lease Assessment | \$5,000 |
| Tenant Leasehold Improvements | \$25,000 |
| Theft Damage to Building | Included in BPP Limit |
| Theft Limitation Amendments: | |
| Furs | \$5,000 |
| Patterns, Dies, Molds and Forms | Included in BPP Limit |
| Precious Metals | \$10,000 |
| Utility Service - Direct Damage | \$25,000 |
| Voluntary Parting by Trick, Scheme or Device | Included |
| Crime ElitePac® Endorsement CR 7915 [1] | |
| Employee Theft | \$25,000 |
| Forgery Or Alteration | \$25,000 |
| Inside the Premises – Theft of Money and Securities | \$25,000 |
| Inside the Premises – Robbery Or Safe Burglary of Other Property | \$25,000 |
| Outside the Premises | \$25,000 |
| Computer Fraud | \$5,000 |

CRIME COVERAGE

Summary of Insurance

| Coverage | Blanket/Scheduled/Per Loss | Limit | Deductible |
|-----------------|-----------------------------------|--------------|-------------------|
| Employee Theft | | \$250,000 | \$1,000 |

WORKERS COMPENSATION

Summary of Insurance

COVERAGE:

| Employers Liability Coverage | Limits |
|------------------------------|-------------|
| Each Accident | \$1,000,000 |
| Disease – Policy Limit | \$1,000,000 |
| Disease – Each Employee | \$1,000,000 |

PAYROLL:

| Location | Class Code | Categories / Job Description | Estimated Annual Payroll |
|----------|------------|------------------------------|--------------------------|
| 1 | 8810 | Clerical | \$1,000,000.00 |

INDIVIDUALS INCLUDED / EXCLUDED:

| State | Location | Name | DOB | Title | Ownership % | Inc/Exc | Class Code |
|-------|----------|------|-----|-------|-------------|---------|------------|
| | | | | | | | |
| | | | | | | | |

September 7, 2018, 2018

Board of Directors
Wake Preparatory Academy
Wake Forest, North Carolina

RE: Wake Preparatory Academy Development Project

Board Members:

We at Schoolhouse Development East, LLC (“Developer”) look forward to potentially working with Wake Preparatory Academy (the “School”). We are excited about the opportunity to play a part in bringing another great educational option to Wake Forest. This letter summarizes some of the key points of the proposed transactions between Developer and the School. This letter does not include all terms that would be included in the lease agreement and other definitive documentation.

We understand you hope to have the project completed by August 2020. To accomplish that, we all need to work quickly.

In general, Developer would work with the School to select and develop real property for construction of a school. The school would be owned by Developer and leased to the School, and the School would have an option to purchase the property using bond financing.

1. **Major Steps.** We would work together to build a school that meets the School’s budget and objectives. We anticipate the project would roughly follow these major tasks:

1.1 **Project Scope Task.** Developer would hold introductory meetings and regular ongoing planning and coordination meetings with the School’s board of directors and begin preliminary school, board, and site due diligence. This would establish the scope of the project and the board’s expectations regarding the lease terms and the project.

1.2 **Site Selection and Evaluation Task.** Developer would review proposed sites with the School’s board representative and potential-site property owners. Developer would assess zoning and entitlement matters related to prospective sites. The outcomes of these reviews would likely include the following:

- Review of site eligibility for a school
- Preliminary estimates of the full development cost based on each site
- Preliminary rent estimates based on the projected project cost in relation to the school’s estimated budget

1.3 **Acceptance of Site and Budget Task.** If the board approves a site, Developer would plan development and further assess the estimated costs. Developer's goal is to provide the School with good facilities at a good cost. In our experience, most startup schools allocate 19–20% of their first-year budget to the lease payment for their facility. As the school grows, this percentage typically declines. Developer would provide a draft lease with option to purchase to the School for review. We anticipate the lease would include, among other terms, the following terms:

- Plans and specifications for the school buildings
- Lease term would commence upon issuance of a certificate of occupancy
- Lease would be “triple net”
- Developer would waive the first two months of rent (upon completion of the first phase) providing a net first year lease, annualized of 7.47%*
- Lease rates would be as follows (as a percentage of project cost completed to that point):

Year 1: 9.00%*

Year 2: 9.00%

Year 3+: Annual Increase of 2.0% of Previous Lease Amount

- The lease would include a take-out premium (with the sales price based on Project Cost using the formula below):

The purchase price shall be 120% of the total development costs between the 19th and 31st month anniversary of the issuance of the certificate of occupancy issued by the requisite governing authority authorizing Tenant to occupy the Premises (the “C of O”), 122% of the total development costs between the 32nd and 44th month anniversary of the Cof O, and 124% of the total development costs between the 45nd and 57th month anniversary of the Cof O.

2. **Project Financing; Site Purchase; and Development Fee.** When the lease is signed, Developer would acquire the real property, prepare the site for construction/renovation of a facility, and build the school pursuant to the lease. Developer would earn a development fee of 5% of the project cost. Developer would choose the general contractor based on a potential general contractor's proposed guaranteed maximum price and other matters in a general contractor's response to a request for proposal. The contractor's fee would be negotiated but would be expected to not exceed 4% of the guaranteed maximum price. To mitigate construction risk, Developer would hire a project manager to oversee the preconstruction and construction process.

3. **No-Shop.** To induce Developer to spend time and money on assessing and planning the project, until the date 90 days after this letter is signed by the School, the School shall not, directly or indirectly, negotiate with or solicit or receive offers from, any other developer related to the acquisition of real property or the construction of a school or similar building for the School.

4. **Confidentiality**

4.1 **Obligation to Maintain Confidentiality.** Except as otherwise required by law, the School shall not, and shall cause each of the directors, officers, employees, agents, and representatives (collectively, the “Representatives”) of School not to, (i) disclose the Confidential Information (as defined below) to any person or entity other than the Representatives of the School that need to know the Confidential Information for the purposes contemplated by this letter and agree to be bound by the provisions of this section 4 or (ii) use the Confidential Information for any purpose other than the purposes this letter contemplates.

4.2 **Return of Confidential Information.** Promptly after request by Developer, the School shall, and shall cause the School’s Representatives to, return to Developer or to destroy all Confidential Information. If the School destroys the Confidential Information, upon request by Developer, the School shall certify in writing that the School has destroyed the Confidential Information and promptly deliver that certificate to Developer.

4.3 **Definition of Confidential Information.** “Confidential Information” means (i) all work product prepared by or for Developer for the project, (ii) all information relating to Developer, this letter, or Developer’s business (whether provided in writing or otherwise) that has been provided or shown to the School or any of the School’s Representatives by or on behalf of Developer or any of Developer’s Representatives, and (iii) all notes, analyses, compilations, studies, and other materials containing any information described in this section 4.3. The term “Confidential Information” excludes information that becomes generally publicly available other than as a result of disclosure by the School or any of the School’s Representatives or becomes available to the School on a nonconfidential basis from a third party that is not bound by a similar duty of confidentiality.

5. **Reimbursable Costs.** If the parties do not enter into a lease agreement, the School shall reimburse Developer for Developer’s reasonable out-of-pocket costs related to the project promptly after Developer provides details and reasonable evidence of incurring those costs.

6. **Nonbinding Letter of Intent.** Except for sections 3, 4, 5, and 6, which are binding, this letter of intent is for the purpose of outlining a potential transaction and is not binding on the parties. No party is obligated to close or attempt to close the transactions contemplated by this letter.

If this letter is consistent with the School’s understanding, please sign where indicated below and return one original to me within 7 days of the date of this letter.

Page 4
August 5, 2018

Very truly yours,

Schoolhouse Development East, LLC

Scott Brand
Partner

Accepted Septembe ____, 2018

Wake Preparatory Academy

By: _____

Name:

Title: Board Member, Authorized Representative

Wake Preparatory Academy is contracting with the EMO Charter One. In Arizona, charter schools are not required to establish a 501c3 non-profit status. Therefore, Charter One has not filed an IRS form 990 for its schools.

Project Based Leadership

What is Project Based Learning?

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

| Essentials of PBL | + | RAISE Leadership | = | PBL Objectives |
|--|---|--|---|--|
|  <p>Student Voice & Choice Students are empowered to take ownership of certain aspects of their project work.</p> | | <p>Accountability/Integrity Students are proactive and take responsibility for their life and work.</p> | | <p>Students view themselves as stakeholders in their own learning. They actively make strides towards improving the learning community.</p> |
|  <p>Sustained Inquiry Students engage in a continuous process of questioning and applying solutions to the challenge or problem.</p> | | <p>Excellence Students persevere through fear, discouragement, frustration, and self-doubt to continuous growth and learning.</p> | | <p>Students are able to manage and evaluate their own work. They make appropriate decisions and efficiently use their time.</p> |
|  <p>Challenging Problem/Question Addresses the fundamental problem/question that drives student learning.</p> | | <p>Service/Integrity Students will develop talents, skills, and self-awareness to take on the responsibility of finding answers to the challenges they face.</p> | | <p>Students can identify a problem within their community and use their academic knowledge and skills to create a sound plan to solve that problem.</p> |
|  <p>Critique/Revision Students are able to receive feedback from their peers and teacher to make changes and enhance their work.</p> | | <p>Accountability Students practice teamwork and trust, effective communication and dialogue, thorough execution and follow-through, sharper clarity, and a tighter focus on results.</p> | | <p>Students value their peers' learning as much as their own. Students can work interdependently to create an environment where everyone learns.</p> |
|  <p>Authenticity This project has real-world connections.</p> | | <p>Respect Students make an effort to understand the mindset of other people, to attempt to see the world through their eyes.</p> | | <p>Students are connected to their local community and seek to add value to it. They engage with community members to exchange information and share perspectives.</p> |
|  <p>Public Product The culminating product is made public to enhance authenticity.</p> | | <p>Service Students work together to engender growth and collaboration, creating the opportunity for synergy.</p> | | <p>Students are able to collaborate and work in a group to achieve a common goal. They can produce high quality work that can be exhibited publicly.</p> |
|  <p>Reflection Students reflect on what and how they learned, as well as what they accomplished in the project.</p> | | <p>Excellence Students learn to know their strengths, weaknesses, what they accomplished, and what they'd like to improve.</p> | | <p>Students are able evaluate and recognize their own strengths and weaknesses. They consistently seek out ways to improve themselves academically, socially, and emotionally.</p> |



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

Cogenerative Dialogue Protocol

(50 Minutes)

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

Respect Lesson 2

Prep: Write quotes on the board
Materials: Mirror, paper for portrait, supplies to draw with

Clear learning objective: I will demonstrate respect by respecting myself.

Anticipatory set: Show up to the class with your hair messy, your clothes messy and disheveled, your shoulders slumped forward, and don't make eye contact with the students. Mumble a quiet "hello" to the students. Once they start to get antsy, write the following quote on the board:

"Respect yourself and others will respect you." -- Confucius

Ask the students if they believe this to be true. Conduct a 1-2 minute discussion.

Review: (2 mins.)

Review the last leadership lesson taught. Review any assignments that were given.

Discussion: (3 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included.

- *What is respect?*
- *What does respect for myself look like?*
- *Who do you know that respects themselves?*
- *How do you know they respect themselves?*

Activity (7 mins.)

Have the students use a mirror and draw a self-portrait. Then, have them draw the things they like to do around the picture. This is a time for the students to reflect on themselves. What they like to do, who they want to become, what they have done (achievements, accomplishments, awards, etc.) When the time is up and the students are finished, ask them what about their portraits. Do they like what they see? Are they happy with who they are? Point out some of the wonderful traits of several different students, focusing on their achievements, talents, and character traits.

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes (at least 5 sentences) to answer the following questions:

- *What three things can you do to show respect for yourself?*
- *How will you do them?*
- *When will you do them?*

RESPECT

Integrity Lesson 1

Prep: Make copies of Integrity rating scale (1 per student)
Materials:

Clear learning objective: I will demonstrate integrity by being honest.

Review: (2 mins.)

Review the last leadership lesson taught. Review any assignments that were given.

Anticipatory set: Have the students fill out the following form on their own:



Rate the following people based on how honest you think they are. Use the following scale:

1= Never honest, 2= very rarely honest, 3= equally honest and dishonest,

4= almost always honest, 5= always honest

1. *Your parents/guardians*
2. *Your teacher*
3. *The President of the United States*
4. *Your favorite actor*
5. *Your best friend*
6. *You*

Discussion: (3 mins.)

For three minutes, get the whole class involved by asking these questions. Make sure all of the students are involved and included.

- *What does it mean to be honest?*
- *Is lying ever okay?*
- *How can you correct your actions if you are dishonest?*

Activity (7 mins.)

Put the students into groups of 3-5 students. Have them come up with 5 scenarios in which it can be difficult to be honest. They don't have to share personal experiences or details, but can come up with hypothetical situations. Ask them to solve for the following questions:

- *What could you do in this situation to be honest?*
- *How could your actions affect others in this situation?*
- *What benefits would you or others receive if you are honest in this situation?*

Reflection Question: (5-7 mins.)

Have the students write for 5-7 minutes (at least 5 sentences) to answer the following question:

- *If you were to look at the post you created, how would it affect you? Would it change your behavior or thoughts? Why or why not?*

INTEGRITY



Athletic Building & Cafeteria

Middle & High School

Elementary School

State Charter School Advisory Board
NC State Board of Education

June 25, 2018

To whom it may concern,

I am writing about the need/desire for a charter high school in the North Raleigh/Wake Forest area of NC.

My 13 year old son is currently in the local public middle school and we are looking to transfer him to a school with better instruction and guidance. We have been disappointed in the caliber of teaching he has received so far in middle school and are worried about the future instruction he will receive at the school he is planning to be enrolled in for 9th grade. We also desire him to have the opportunity to participate in sport (particularly football & baseball) and the local charter school does not offer athletics.

My 10 year old daughter is a gifted student and we would like to enroll her in a school that has advanced learning, especially for math. We also want her to be engaged in sports, something that is not offered in the local charter schools.

We have no doubt that if a charter school was available for advanced learning and athletic capabilities in our area we would jump on the opportunity for our children to be enrolled.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brooke Anderson', with a long horizontal flourish extending to the right.

Brooke Anderson

State Charter School Advisory Board
NC State Board of Education

July 1, 2018

To Whom It May Concern,

This is to advise you about our desire for a new K-12 Charter School in the north Raleigh/Wake Forest area.

I have an eight year old son who is currently attending a K-8 Charter School, and a 4 year old daughter who we will enroll in a Charter School when she is eligible.

We have been very pleased with my son's experience in his Charter School, and desire him to continue in a Charter School after the eighth grade. I want my daughter to have a similar experience.

The two Charter high schools (9-12) in our area are in high demand, and a significant waiting list exists for both. Additionally, I would like my son and daughter to have the opportunity to participate in athletics. The current 9-12 schools in this area have limited athletic programs and facilities.

If a new K-12 Charter School were to be built in our area, we would immediately enroll our son in it, and enroll our daughter when she becomes eligible.

Sincerely,



Michelle Glawe

July 1, 2018

State Charter School Advisory Board
NC State Board of Education

To whom it may concern,

I am writing about the need for a charter high school in Wake Forest/Rolesville, NC.

Currently there are numerous elementary and middle charter schools in our area. However, there is only one charter high school which is in very high demand. Therefore very few students will get the opportunity to attend this charter high school.

We have two daughters, age 6 and 8 that attend a local charter school. We love the school that they attend. They are thriving and getting a top notch education here. We are thinking ahead to high school and fear the education they will receive after graduating from this school.

We would love to have an opportunity for them to attend a charter high school. If one became available we would definitely want them to attend. We feel that this would allow them to continue receiving the high quality education they are getting now.

Sincerely,

Steve and Karin Edwards

July 29, 2018

North Carolina School Board

To whom it may concern:

We are writing you to express our interest in having a new charter high school created in the Triangle area.

We currently have two boys in a local charter school that goes from Kindergarten through eighth grade. We have really enjoyed the charter experience with the smaller class sizes and more parent involvement, along with the fantastic teachers they have hired.

With many children in the area advancing beyond the standard high school curriculum, a school that focused on college prep would be beneficial to the community as a whole.

Thanks for your consideration.

Carson and Kim Daughtry

State Charter School Advisory Board
North Carolina State Board of Education
301 North Wilmington Street
Raleigh, NC 27699

To Whom It May Concern,

The development of Wake Preparatory Academy, in the Wake Forest, North Carolina area is long overdue and will be a very welcomed addition to the community. For many years now, I have been an advocate for a charter school program that carried their curriculum from K-12. The major concern in the community with many of the charter schools is that your children flourish in their academics, meet amazing friends and then when its time to go to high school they have to separate from the environment they have become accustomed to and essentially "start over" during years that are very crucial in education and their social molding as individuals. Wake Preparatory Academy would remove that concern for many families in this community.

My family has been fortunate enough to have three kids enter a greater Raleigh area charter school however, our family has been fortunate and that is not the case for most families in this area. My children have been able to attend the charter school only because their mother was a teacher at the institution. Most families battle with capped enrollment, sometimes a single opening for thousands of applications, and then they are placed on waiting lists that have hundreds and even thousands of applicants waiting in front of them. Wake Preparatory Academy would give many families another great charter school option in their community. Another appealing aspect of having Wake Preparatory Academy would offer a full extracurricular activity schedule from sports, to theatre and music. I truly believe that exposure to as many activities in school as possible is an amazing benefit to the children.

The development of Wake Preparatory Academy in this community has my full support. It would be an incredible addition academically and for social growth for the children who attend.

Thank you

A handwritten signature in black ink, appearing to read "Michael Fleming", with a long horizontal flourish extending to the right.

Michael Fleming

Larissa L. Peluso-Fleming

4209 Fawn Lilly Drive

Wake Forest, NC 27587

Sept 17, 2018

NCDPI Office of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

Dear State Charter Schools Advisory Board and State Board of Education:

I am writing to offer my full-fledged support for the Wake Preparatory Academy.

As an educator in the state of North Carolina, as well as the mother of three children attending our schools, I have a vested interest in the success of high quality charter schools.

Both of my school -aged children in K-8 attend a charter school, and I have had the honor of serving as a mathematics educator in their school.

There is a need and a place for K-12 charter schools in our community. The clear majority are either K-5 or K-8, so the rigorous academics made available to students who become accustomed to that level of instruction are often stunted at the conclusion of middle school.

My oldest son is starting high school this year and was unable to continue his education in a charter school. Not only did he have to leave his excellent charter school education behind but it was a hardship to even get him a seat in his local high school because it was capped.

Additionally many of his friends have been unable to secure a seat in existing K-8 schools due to huge waiting lists.

I strongly feel that Wake Preparatory Academy will continue the high-quality of education that my children are experiencing and allow other children to benefit from the same opportunity.

Respectfully,

Larissa L. Peluso-Fleming

Larissa L. Peluso-Fleming, M Ed.

Appendix P:

Charter School Required Signature Certification

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

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, the school’s fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: **DONNA RASCOE**
- Date of Review: **JULY 9, 2018**
- Signature of Board Members Present (Add Signature Lines as Needed):

| | |
|-----------------------------|-------|
| DocuSigned by: | _____ |
| Hilary A. Parker | _____ |
| DocuSigned by: | _____ |
| Victoria L. Jamison-Garrett | _____ |
| DocuSigned by: | _____ |
| Anthony D. Peatham | _____ |
| DocuSigned by: | _____ |
| Donna Rascoe | _____ |
| 464C26133A65435... | _____ |
| 0F4C8ADD37E6417... | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

- ❖ 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: **N/A – The Board is vetting 3 auditors and to date has not decided on an auditor.**
- Date of Review: **N/A**
- Signature of Board Members Present (Add Signature Lines as Needed):

| | |
|-----------------------------|-------|
| DocuSigned by: | _____ |
| Hilary A. Parker | _____ |
| DocuSigned by: | _____ |
| Victoria L. Jamison-Garrett | _____ |
| DocuSigned by: | _____ |
| Anthony D. Peatham | _____ |
| DocuSigned by: | _____ |
| Donna Rascoe | _____ |
| 464C26133A65435... | _____ |
| 0F4C8ADD37E6417... | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

❖ 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: **MATTHEW NIELSEN**
- Date of Review: **MAY 14, 2018**
- Signature of Board Members Present (Add Signature Lines as Needed):

DocuSigned by:
 Hilda A. Parlér
 DocuSigned by:
 Vidushi Kapani-Garrett
 DocuSigned by:
 Nicholas D. Featham
 DocuSigned by:
 James D. Overath
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 0F4C8ADD37E6417...

❖ 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: **N/A – CHARTER ONE will manage our finances. No other firm has been contracted for this service.**
- Name of the Selected Financial Service Provider: **N/A**
- Date of Review: **N/A**
- Signature of Board Members Present (Add Signature Lines as Needed):

DocuSigned by:
 Hilda A. Parlér
 DocuSigned by:
 Vidushi Kapani-Garrett
 DocuSigned by:
 Nicholas D. Featham
 DocuSigned by:
 James D. Overath
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 0F4C8ADD37E6417...

❖ 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: **ERICA IRWIN**
- Name of the Selected PowerSchool Service Provider: **CHARTER ONE**
- Date of Review: **MAY 14, 2018**
- Signature of Board Members Present (Add Signature Lines as Needed):

DocuSigned by:
 Hilda A. Parlér
 DocuSigned by:
 Vidushi Kapani-Garrett
 DocuSigned by:
 Nicholas D. Featham
 DocuSigned by:
 James D. Overath
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Certification

I, Hilda A. Parlér, 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 **WAKE PREPARATORY ACADEMY** Charter School is true and correct in every respect.

DocuSigned by:
 Hilda A. Parlér
 Signature...

9/24/2018 | 9:39 PM EDT

Date