BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

March 7, 2023

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please find Contract Amendment No. 1 for Vista Meadows Academy. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

Mariah Wanic

Mariah Wanic, Director of Charter Schools

Cc: Gerard Kabzinski, Vista Meadows Academy Board President

CONTRACT AMENDMENT NO. 1

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

VISTA MEADOWS ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 1
VISTA MEADOWS ACADEMY

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by the BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS ("College Board") to VISTA MEADOWS ACADEMY ("Academy") on July 1, 2020 ("Contract"), the parties agree to amend the Contract as follows:

1. Amend Contract Schedule 7c: Educational Programs, by deleting the entire section and replacing it with the material attached as Exhibit 1.

2. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the curriculum attached as Exhibit 2.

This amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have an effective date of August 1, 2021.

Mariah Wanic
By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 3-7-23

G Kabzinski
By: Gerard Kabzinski, President
Vista Meadows Academy
Designee of the Academy

Dated: 2.27.2023

Exhibit 1

Revised May, 2021

Vista Meadows Academy
Education Program

Vista Meadows Academy's mission is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to graduate and function as productive citizens of society.

Vision Statement Vista Meadows Academy is committed to closing the achievement gap. Through nurturing relationships and differentiated learning, students will be equipped with the skills and resources necessary for post-secondary success.

Academy Values Vista Meadows Academy understands that the majority of its students have not had the kind of experiences that prepare students for the rigors of high school and beyond. Because these students have not had the opportunity to build a perception of themselves as contributors to an academic community or as active learners, and because we are committed to closing the achievement gap, the academy will be:

- flexible
- respectful
- transformational
- redemptive
- forgiving
- understanding
- individualized
- encouraging
- alternative
- persistent
- resilient
- thoughtful

To meet these ends, the academy is embracing successful models that have worked with precisely the same alternative, low-income, urban population we serve. Although Vista Meadows Academy currently serves only grade 9-12 students in an alternative setting, expanding the program to younger students over time and catching them before they lose such significant academic ground is a long-term goal. The models described below have expanded some campuses to younger students and the model is one that has broad

appeal for urban at-risk students grades K-12.

The major program we are following is Big Picture Schools[1], an alternative project-based learning model started in Providence, Rhode Island, but now replicated internationally. In addition, the 'Fusion' program was created as an in-house online program that the Academy spearheads.

Our Fusion Program serves students through an online platform using Apex Learning as the curriculum. It is designed for students that choose to follow a non-traditional pathway to their diploma. Students do 90% of their coursework online, while meeting with their mentor teacher for assistance to keep them on track to graduation. The Academy's credit recovery courses are designed to help students learn at their own pace and on their own time. The flexibility and design of the courses within the Fusion Program empower students to focus on exactly the content they need in order to catch up to their peers, recover lost credits, and graduate on time.

Vista Meadows Academy prides itself on helping the most at-risk students. This is realized through their programming and how students are treated and respected on a daily basis. Vista Meadows Academy aspires to adopt the approach of evaluating their programming and whether or not all students are served well with the understanding that it is our efforts that have the greatest potential for improving the lifelong outcomes for students.

This is the appeal to the Big Picture Schools "one student at a time" approach and one that works well with the standards-based approach the academy has adopted. Big Picture's focus on relationships and an individualized approach to learning, as well as project-based learning meshes well with the aims of the academy. From Big Picture, Vista Meadows has adopted an advisory approach that has students actively monitoring their progress, building portfolio's and developing capstone projects for each year at the academy. These projects require demonstration of the skills the academy is actively developing in its students: communication, collaboration, critical thinking, and creative problem solving. We believe by making students responsible for their project, by providing choice in how they choose to do this work, by requiring that the project be cognitively demanding and a professional product, and by monitoring the progress along the way, students come to better understand their role as learners.

[1] Information about Big Picture Schools available at http://www.bigpicture.org

Many students arrive at Vista Meadows coming from families where there has been little academic success and where the understanding of school is one of following directions and participating in tasks that are compliance oriented rather than designed for deep learning. Adjusting to standards based, rubric oriented, reflective learning is a challenge for many of these students as they face up to the realities of what they have been missing in school prior to arriving at the academy. The advisory is essential to countering the misconception that school is just about time and compliance and replacing it with the understanding that school is about building the skills necessary for success in college, career and life.

Advisory meets this need by requiring students to set goals, reflect on progress, develop learning plans, and revise work as well as learn about the expectations the work world will have on them after high school. When students enter the academy, they are assigned an advisor who stays with them for their entire high school career. The advisor is the main contact for parents, and the advisor will reach out to parents about the student's entire school career, not just the subject matter the teacher is responsible for. In this way, families feel a close connection to the school and the school shares the task of developing each student.

In addition to revising the curriculum to a standards-based format, the academy is also utilizing seat-time waivers as an enhancement in the Fusion Program to meet the needs of some of the most vulnerable students who attend the academy. These students generally fall into a few categories:

- They have attendance issues due to unstable home lives, lack of transportation, and high mobility.
- They have violated the academy's code of conduct to a point where they need to spend an extended period away from the academy (avoiding long-term suspensions or expulsions).
- They have health issues or child care obligations.
- They need to work.
- They are academically behind and desire credit recovery.

It is widely accepted and recognized that no social good is served by allowing these students to fail, drop out, or attempt to earn a GED. Therefore, the academy uses the seat-time waiver to keep these at-risk students in school and find an avenue to adult success that benefits all.

Students enrolled in the Fusion Program do a significant amount of work online using curriculum from online vendors aligned to the Michigan Merit Curriculum, but also are required to report weekly to meet with their advisor where their progress in their online courses is

monitored. All seat-time waiver students are also responsible for the end-of-year capstone project, demonstrating their progress toward the aims of high school graduation—preparedness for life after high school.

The academy also has an invaluable partnership with Vista Maria, the charitable organization that provides a building on its campus to both Vista Meadows Academy and the Clara B Ford Academy, a residential middle & high school for girls. Through various outreach and community services, Vista Maria provides numerous wrap-around services to students at Vista Meadows Academy. These include counseling, after-school tutoring and programming, and the coordination of career services that includes mentoring, internships, and job placement. These programs are not only appealing to parents, guardians and advocates but also keep students on campus well-past the end of the school day, often until 5:30 or 6:00 p.m., keeping students in a safe learning environment during the times of day they might be more likely to get into trouble for lack of supervision.

The articulated values are a good representation of the approach to learning the academy is committed to providing. In order to achieve its goals, it is imperative that the school pay attention to what research indicates are the "non-cognitive"[*] traits that are essential to high school success. In June 2012, The University of Chicago published[2] their findings on the non-cognitive factors that prove to be essential in high school completion and success. In response to this, the academy has embraced standards-based teaching and grading as its primary strategy. Standards-based teaching and grading allows teachers to communicate to students and families more clearly what is required to earn credit. Because students are successful in some standards and not in others, the work they undertake is focused where they have not yet met a standard.

In assuming a standards-based teaching and grading method, both students and teachers realign their beliefs about their capabilities. The Vista Meadows Academy model is highly dependent upon Carol Dweck's work on *Mindset*[3], or our beliefs about whether our outcomes are based on innate talent or on effort. Rather than using a punishing approach where students who struggle fail a class, students are encouraged to see what they did right, so they can focus on the gaps. In this way, students can maintain belief in themselves as belonging to the academic community despite needing remediation.

[*]Some have taken issue with the use of the term "non--cognitive" as it implies that thinking is not required in practicing these traits, ergo the use of quotation marks.

[2]Available at https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf

[3] More information available at http://mindsetonline.com

Furthermore, the adoption of project-based learning in conjunction with standards-based grading allows even more flexibility for students. Teaching students to understand mastery through the use of scales for grading helps them also to make the transition to active learning.

All of this translates to teaching that is highly individualized. Teachers at Vista Meadows Academy expect and are prepared to work with students in a way that is encouraging, flexible, and redemptive. Being redemptive, teachers understand that the ways in which they help students recover from failure is through feedback, conversation and working with the student to determine resubmission of work. This is where the advising position becomes essential.

Meeting the Needs of All Learners

This individualized approach has embedded in it the means to provide learners of all ability, readiness, and interest appropriate instruction. Vista Meadows Academy practices a 100 percent inclusion model where students of all abilities can work with their peers and where modifications are used judiciously when it is necessary for students to achieve.

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Education Plan (IEP) team and together the team is making decisions that are subject to requirements regarding provision of the Least Restrictive Environment (LRE). When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education.

If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEIA") and state law and regulations. The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

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

In addition to being compliant to all laws regarding students who need special education services, 504 plans or English Language Learners ("ELL") services, the Academy will also use the Multi Tiered Support System (MTSS) to identify struggling students and put in assistive plans that may include recommendations for social work, counseling, or curriculum/instructional accommodations that are monitored for success.

In addition to providing services for special education students, the Academy's project-based learning instructional approach and standards-based grading lends itself to meeting the needs of all learners (e.g. below grade level and gifted and talented). In conjunction with the advisor, a student may create a project that may be differentiated based on the student's specific skill level and interest. The student can demonstrate differentiated projects through content, process, product, and learning environment. The Academy's infusion of differentiation and project-based learning serve as a flexible method to accommodate students' different learning needs and preferences.

Assessment

Vista Meadows Academy is completely compliant with the State of Michigan assessments required at any grade level. Additionally, the Academy will use pre- tests appropriate to the grade-level to give students exposure to and practice with the anticipated test.

The Northwest Evaluation Association also known as MAP testing is a summative assessment the academy participates in three times a year. This assessment reveals how much growth has occurred between testing events and, when combined with their National norms shows a students projected proficiency. Vista Meadows Academy meets their authorizer testing requirements and is continually working to ensure each student meets the established performance targets.

The academy also recognizes that the student Grade Point Average (GPA) is a powerful indicator of not only academic achievement but of student persistence, resilience, and work ethic; qualities the academy is keen on developing. Student GPA's will therefore be monitored in advisory class and students who are in danger of failure will be put on academic probation—requiring an action plan for improvement.

Educational Planning

As a result of the combination of advisory which monitors the individualization of the curriculum in combination with standards-based teaching and grading students are able to both monitor their progress as well as make timely “course corrections” that won’t set them too far off the path to graduation. As an alternative school, students who are entering Vista Meadows Academy are often significantly behind in either skill acquisition or credit accrual. The academy uses the advisory class to help students understand what graduation from high school requires with regard to demonstrating preparedness for the next step in their life and devising a plan to get there.

For freshmen, this takes the form of understanding what pre-assessments indicate about their strengths and their challenges, understanding how credits add up, ultimately, to graduation, and how high school courses are dependent upon demonstrations of mastery—as opposed to “time served.”

For older students who may require credit recovery, a plan will be put into place that allows the student to make up for lost credits either online or through academy/advisor approved projects.

Annually all students (including those on seat-time waiver) will set post-secondary goals and monitor their progress toward those goals. Students who choose college will be guided in what it takes to get to college and to succeed there. Students who choose a career path will be required to research the career, including primary interviews and possibly job shadowing or internships.

Graduation Requirements

Students who graduate from Vista Meadows Academy are required to complete the required 18 credit hours of the Michigan Merit Curriculum (MMC) as well as 6 other credits that can be completed in numerous ways. Students are required to complete some activities in their daily advisory class in order to meet math and ELA requirements.

The MMC requires the following, with some modifications possible through a personal curriculum:

- Four credits of mathematics, one of which must include Algebra II
- Four credits of English Language Arts
- Three credits comprised of Social Studies including US History and Geography (1), World History and Geography (1), Civics or Government (.5) and Economics (.5)
- Three credits of Science one of which must be Biology (1), and two others comprised of either Chemistry (1), Physics (1), or Earth Science (1)
- One credit of Health (.5) and Physical Education (.5)
- One credit of Visual, Performing and or Applied Arts
- Two credits of World Language
- Online learning experience

The MDE allows for some flexibility on earning some of these credits, which change regularly. The academy's response to this is to use the following as a yardstick (which is shared with students):

- Is the student able to enroll in a Community College or 4-year University/College without taking remedial courses upon leaving VMA?
- Is the student prepared to find and land a job and hold one upon leaving VMA?
- Can the student effectively communicate and present themselves articulately?

As a component of the advisory class, students are consistently and persistently presented with these questions and are required to self-evaluate. Teachers provide students with as many successful examples of these qualities as possible so students have a good sense of what success looks like.

Program Evaluation

The school's leadership structure, calendar, teacher mentoring, professional development and intensive focus on student achievement, parent satisfaction, student perception, and community involvement are ideal for monitoring and achieving the mission.

A shared leadership structure that involves the school leader, social work, counselor, special education, lead teachers, and the technology/data coordinator meet frequently to discuss all aspects of the school's operation and whether or not it is meeting the needs of students and families. Leadership analyzes achievement data, attendance at parent teacher conferences and other school functions, retention and enrollment data, discipline data, and any parent comments to determine whether or not the school is delivering on the mission.

Teachers are also involved in the collection and analysis of data. Teachers will not have less than a 200-day work year, which includes 20 days of professional development and collaborative planning. Additionally, the school will have early release one day a week to dedicate time to the analysis of data and to plan a course of action to continuously improve student outcomes.

Along with the Marzano Teacher Evaluation Tools, the school utilizes the Correlates of Effective Schools[4] to evaluate success. The seven correlates overlap with the philosophies of the school but also influence the practical running of the school. The correlates that are evaluated and the data that is collected through collaborative planning, teacher evaluation and mentoring, and through surveys are:

- **Clear and Focused Mission** How often is the mission referenced when making decisions about initiatives, policy, curriculum and instruction?
- **High Expectations** Perception Surveys: Do teachers believe they have the skills and knowledge necessary to ensure that nearly all students in the classes master the curriculum? Self Reporting: Were there students whose progress fell below expectations? What was the response? Were there students whose progress exceeded expectations—how were the student and the student's family informed? Based on your knowledge thus far, are there students who are not likely to master the curriculum?
- **Instructional Leadership** Perception Surveys: Do teachers feel that efforts to maintain the disciplinary climate of the school are reinforced by the principal? Do teachers see the principal or curriculum leader as a resource for solving instructional problems? Self Reporting: How many classroom observations longer than 10-minutes were conducted weekly/monthly? How much time did leadership spend examining student data? How many students were met with because of classroom disruptions?
- **Frequent Monitoring of Student Success**: Self Reporting: Teachers use assessment data to give feedback and inform instruction. Analysis and discussion of assessment content and form are part of regular curricular reviews in collaborative planning.
- **Opportunity to Learn/Time on Task** Perception Surveys: Is allocated time flexible enough to meet the needs of teachers and students? Is enhanced instruction regularly provided for low-achieving students? Self Reporting: What percent of students were performing at or above grade- level at the beginning of the year? How do teachers account for lack of background knowledge that may prevent access to learning?
- **Safe and Orderly Environment**: Perception Surveys: Do teachers at the school genuinely care about students? Are students treated fairly and consistently? Is the school clean and a source of pride to all? Is discipline a problem at school?
- **Home School Relationships** Perception Surveys: Do parents feel they have numerous opportunities to interact with the school? Are parents adequately notified about events, conferences, and other opportunities in the school? Do parents have

opportunities to work with the school to select and evaluate school activities? Self Reporting: How many parent complaints have occurred weekly/monthly? How many parent contacts were made by teachers or by administration?

[4] Lezotte, L., McKee--Snyder, K. (2011). *What Effective Schools Do: Re--envisioning the Correlates.* Solution Tree Press, Bloomington, IN.

Exhibit 2

Section D
Curriculum

Revised May, 2021

TABLE OF CONTENTS

MATHEMATICS CURRICULUM MAP

The standards outlined in the Vista Meadows Mathematics Curriculum Map are represented by Domains. What students can learn at any particular grade level depends upon what they have learned before. Outlining our curriculum in Domains also allows for flexibility in the design of each student's individualized learning plan. This is especially important given that our Academy is an alternative high school that offers credit recovery.

As the students advance through the grade's they are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the Common Core State Standards.

HIGH SCHOOL NUMBER & QUANTITY:	**THE REAL NUMBER SYSTEM** Extend the properties of exponents to rational exponents. CCSS.MATH.CONTENT.HSN.RN.A.1 CCSS.MATH.CONTENT.HSN.RN.A.2 Use properties of rational and irrational numbers. CCSS.MATH.CONTENT.HSN.RN.B.3 **QUANTITIES** Reason quantitatively and use units to solve problems. CCSS.MATH.CONTENT.HSN.Q.A.1 CCSS.MATH.CONTENT.HSN.Q.A.2 CCSS.MATH.CONTENT.HSN.Q.A.3 **THE COMPLEX NUMBER SYSTEM** Perform arithmetic operations with complex numbers. CCSS.MATH.CONTENT.HSN.CN.A.1 CCSS.MATH.CONTENT.HSN.CN.A.2 CCSS.MATH.CONTENT.HSN.CN.A.3 Represent complex numbers and their operations on the complex plane. CCSS.MATH.CONTENT.HSN.CN.B.4 CCSS.MATH.CONTENT.HSN.CN.B.5 CCSS.MATH.CONTENT.HSN.CN.B.6 Use complex numbers in polynomial identities and equations. CCSS.MATH.CONTENT.HSN.CN.C.7 CCSS.MATH.CONTENT.HSN.CN.C.8 CCSS.MATH.CONTENT.HSN.CN.C.9 **VECTOR & MATRIX QUANTITIES** Represent and model with vector quantities. CCSS.MATH.CONTENT.HSN.VM.A.1 CCSS.MATH.CONTENT.HSN.VM.A.2

	CCSS.MATH.CONTENT.HSN.VM.A.3 Perform operations on vectors. CCSS.MATH.CONTENT.HSN.VM.B.4 (A-C) CCSS.MATH.CONTENT.HSN.VM.B.5 (A-B) Perform operations on matrices and use matrices in applications. CCSS.MATH.CONTENT.HSN.VM.C.6 CCSS.MATH.CONTENT.HSN.VM.C.7 CCSS.MATH.CONTENT.HSN.VM.C.8 CCSS.MATH.CONTENT.HSN.VM.C.9 CCSS.MATH.CONTENT.HSN.VM.C.10 CCSS.MATH.CONTENT.HSN.VM.C.11 CCSS.MATH.CONTENT.HSN.VM.C.12
HIGH SCHOOL: ALGEBRA	**SEEING STRUCTURES IN EXPRESSIONS** Interpret the structure of expressions. CCSS.MATH.CONTENT.HSA.SSE.A.1 (A-B) CCSS. MATH.CONTENT.HSA.SSE.A.2 Write expressions in equivalent forms to solve problems. CCSS.MATH.CONTENT.HSA.SSE.B.3 (A-C) CCSS.MATH.CONTENT.HSA.SSE.B.4 **ARITHMETIC WITH POLYNOMIALS & RATIONAL EXPRESSIONS** Perform arithmetic operations on polynomials. CCSS.MATH.CONTENT.HSA.APR.A.1 Understand the relationship between zeros and factors of polynomials. CCSS.MATH.CONTENT.HSA.APR.B.2 CCSS.MATH.CONTENT.HSA.APR.B.3 Use polynomial identities to solve problems. CCSS.MATH.CONTENT.HSA.APR.C.4 CCSS.MATH.CONTENT.HSA.APR.C.5 Rewrite rational expressions. CCSS.MATH.CONTENT.HSA.APR.D.6 CCSS.MATH.CONTENT.HSA.APR.D.7 **CREATING EQUATIONS** Create equations that describe numbers or relationships. CCSS.MATH.CONTENT.HSA.CED.A.1 CCSS.MATH.CONTENT.HSA.CED.A.2 CCSS.MATH.CONTENT.HSA.CED.A.3 CCSS.MATH.CONTENT.HSA.CED.A.4

	REASONING WITH EQUATIONS & INEQUALITIES Understand solving equations as a process of reasoning and explain the reasoning. CCSS.MATH.CONTENT.HSA.REI.A.1 CCSS.MATH.CONTENT.HSA.REI.A.2 Solve equations and inequalities in one variable. CCSS.MATH.CONTENT.HSA.REI.B.3 CCSS.MATH.CONTENT.HSA.REI.B.4 (A-B) Solve systems of equations. CCSS.MATH.CONTENT.HSA.REI.C.5 CCSS.MATH.CONTENT.HSA.REI.C.6 CCSS.MATH.CONTENT.HSA.REI.C.7 CCSS.MATH.CONTENT.HSA.REI.C.8 CCSS.MATH.CONTENT.HSA.REI.C.9 Represent and solve equations and inequalities graphically. CCSS.MATH.CONTENT.HSA.REI.D.10 CCSS.MATH.CONTENT.HSA.REI.D.11 CCSS.MATH.CONTENT.HSA.REI.D.12
HIGH SCHOOL: FUNCTIONS	**INTERPRETING FUNCTIONS** Understand the concept of a function and use function notation. CCSS.MATH.CONTENT.HSF.IF.A.1 CCSS.MATH.CONTENT.HSF.IF.A.2 CCSS.MATH.CONTENT.HSF.IF.A.3 Interpret functions that arise in applications in terms of the context. CCSS.MATH.CONTENT.HSF.IF.B.4 CCSS.MATH.CONTENT.HSF.IF.B.5 CCSS.MATH.CONTENT.HSF.IF.B.6 Analyze functions using different representations. CCSS.MATH.CONTENT.HSF.IF.C.7 (A-E) CCSS.MATH.CONTENT.HSF.IF.C.8 (A-B) CCSS.MATH.CONTENT.HSF.IF.C.9 **BUILDING FUNCTIONS** Build a function that models a relationship between two quantities. CCSS.MATH.CONTENT.HSF.BF.A.1 (A-C) CCSS.MATH.CONTENT.HSF.BF.A.2 Build new functions from existing functions. CCSS.MATH.CONTENT.HSF.BF.B.3 CCSS.MATH.CONTENT.HSF.BF.B.4 (A-D) CCSS.MATH.CONTENT.HSF.BF.B.5

	LINEAR, QUADRATIC, & EXPONENTIAL MODELS Construct and compare linear, quadratic, and exponential models and solve problems. CCSS.MATH.CONTENT.HSF.LE.A.1 (A-C) CCSS.MATH.CONTENT.HSF.LE.A.2 CCSS.MATH.CONTENT.HSF.LE.A.3 CCSS.MATH.CONTENT.HSF.LE.A.4 Interpret expressions for functions in terms of the situation they model. CCSS.MATH.CONTENT.HSF.LE.B.5 **TRIGONOMETRIC FUNCTIONS** Extend the domain of trigonometric functions using the unit circle. CCSS.MATH.CONTENT.HSF.TF.A.1 CCSS.MATH.CONTENT.HSF.TF.A.2 CCSS.MATH.CONTENT.HSF.TF.A.3 CCSS.MATH.CONTENT.HSF.TF.A.4 Model periodic phenomena with trigonometric functions. CCSS.MATH.CONTENT.HSF.TF.B.5 CCSS.MATH.CONTENT.HSF.TF.B.6 CCSS.MATH.CONTENT.HSF.TF.B.7 Prove and apply trigonometric identities. CCSS.MATH.CONTENT.HSF.TF.C.8 CCSS.MATH.CONTENT.HSF.TF.C.9
HIGH SCHOOL: MODELING	*Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards.* Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.
HIGH SCHOOL: GEOMETRY	**CONGRUENCE** Experiment with transformations in the plane CCSS.MATH.CONTENT.HSG.CO.A.1 CCSS.MATH.CONTENT.HSG.CO.A.2 CCSS.MATH.CONTENT.HSG.CO.A.3 CCSS.MATH.CONTENT.HSG.CO.A.4 CCSS.MATH.CONTENT.HSG.CO.A.5

	Understand congruence in terms of rigid motions CCSS.MATH.CONTENT.HSG.CO.B.6 CCSS.MATH.CONTENT.HSG.CO.B.7 CCSS.MATH.CONTENT.HSG.CO.B.8 Prove geometric theorems CCSS.MATH.CONTENT.HSG.CO.C.9 CCSS.MATH.CONTENT.HSG.CO.C.10 CCSS.MATH.CONTENT.HSG.CO.C.11 Make geometric constructions CCSS.MATH.CONTENT.HSG.CO.D.12 CCSS.MATH.CONTENT.HSG.CO.D.13 **SIMILARITY, RIGHT TRIANGLES, & TRIGONOMETRY** Understand similarity in terms of similarity transformations CCSS.MATH.CONTENT.HSG.SRT.A.1 (A-B) CCSS.MATH.CONTENT.HSG.SRT.A.2 CCSS.MATH.CONTENT.HSG.SRT.A.3 Prove theorems involving similarity CCSS.MATH.CONTENT.HSG.SRT.B.4 CCSS.MATH.CONTENT.HSG.SRT.B.5 Define trigonometric ratios and solve problems involving right triangles CCSS.MATH.CONTENT.HSG.SRT.C.6 CCSS.MATH.CONTENT.HSG.SRT.C.7 CCSS.MATH.CONTENT.HSG.SRT.C.8 Apply trigonometry to general triangles CCSS.MATH.CONTENT.HSG.SRT.D.9 CCSS.MATH.CONTENT.HSG.SRT.D.10 CCSS.MATH.CONTENT.HSG.SRT.D.11 **CIRCLES** Understand and apply theorems about circles CCSS.MATH.CONTENT.HSG.C.A.1 CCSS.MATH.CONTENT.HSG.C.A.2 CCSS.MATH.CONTENT.HSG.C.A.3 CCSS.MATH.CONTENT.HSG.C.A.4 Find arc lengths and areas of sectors of circles CCSS.MATH.CONTENT.HSG.C.B.5 **EXPRESSING GEOMETRIC PROPERTIES WITH EQUATIONS** Translate between the geometric description and the equation for a conic section

	CCSS.MATH.CONTENT.HSG.GPE.A.1 CCSS.MATH.CONTENT.HSG.GPE.A.2 CCSS.MATH.CONTENT.HSG.GPE.A.3 Use coordinates to prove simple geometric theorems algebraically CCSS.MATH.CONTENT.HSG.GPE.B.4 CCSS.MATH.CONTENT.HSG.GPE.B.5 CCSS.MATH.CONTENT.HSG.GPE.B.6 CCSS.MATH.CONTENT.HSG.GPE.B.7 **GEOMETRIC MEASUREMENT & DIMENSION** Explain volume formulas and use them to solve problems CCSS.MATH.CONTENT.HSG.GMD.A.1 CCSS.MATH.CONTENT.HSG.GMD.A.2 CCSS.MATH.CONTENT.HSG.GMD.A.3 Visualize relationships between two-dimensional and three-dimensional objects CCSS.MATH.CONTENT.HSG.GMD.B.4 **MODELING WITH GEOMETRY** Apply geometric concepts in modeling situations CCSS.MATH.CONTENT.HSG.MG.A.1 CCSS.MATH.CONTENT.HSG.MG.A.2 CCSS.MATH.CONTENT.HSG.MG.A.3
HIGH SCHOOL: STATISTICS & PROBABILITY	**INTERPRETING CATEGORICAL & QUANTITATIVE DATA** Summarize, represent, and interpret data on a single count or measurement variable CCSS.MATH.CONTENT.HSS.ID.A.1 CCSS.MATH.CONTENT.HSS.ID.A.2 CCSS.MATH.CONTENT.HSS.ID.A.3 CCSS.MATH.CONTENT.HSS.ID.A.4 Summarize, represent, and interpret data on two categorical and quantitative variables CCSS.MATH.CONTENT.HSS.ID.B.5 CCSS.MATH.CONTENT.HSS.ID.B.6 (A-C) Interpret linear models CCSS.MATH.CONTENT.HSS.ID.C.7 CCSS.MATH.CONTENT.HSS.ID.C.8 CCSS.MATH.CONTENT.HSS.ID.C.9 **MAKING INFERENCES & JUSTIFYING CONCLUSIONS** Understand and evaluate random processes underlying statistical experiments CCSS.MATH.CONTENT.HSS.IC.A.1

	CCSS.MATH.CONTENT.HSS.IC.A.2 Make inferences and justify conclusions from sample surveys, experiments, and observational studies CCSS.MATH.CONTENT.HSS.IC.B.3 CCSS.MATH.CONTENT.HSS.IC.B.4 CCSS.MATH.CONTENT.HSS.IC.B.5 CCSS.MATH.CONTENT.HSS.IC.B.6 **CONDITIONAL PROBABILITY & THE RULES OF PROBABILITY** Understand independence and conditional probability and use them to interpret data CCSS.MATH.CONTENT.HSS.CP.A.1 CCSS.MATH.CONTENT.HSS.CP.A.2 CCSS.MATH.CONTENT.HSS.CP.A.3 CCSS.MATH.CONTENT.HSS.CP.A.4 CCSS.MATH.CONTENT.HSS.CP.A.5 Use the rules of probability to compute probabilities of compound events. CCSS.MATH.CONTENT.HSS.CP.B.6 CCSS.MATH.CONTENT.HSS.CP.B.7 CCSS.MATH.CONTENT.HSS.CP.B.8 CCSS.MATH.CONTENT.HSS.CP.B.9 **USING PROBABILITY TO MAKE DECISIONS** Calculate expected values and use them to solve problems CCSS.MATH.CONTENT.HSS.MD.A.1 CCSS.MATH.CONTENT.HSS.MD.A.2 CCSS.MATH.CONTENT.HSS.MD.A.3 CCSS.MATH.CONTENT.HSS.MD.A.4 Use probability to evaluate outcomes of decisions CCSS.MATH.CONTENT.HSS.MD.B.5 (A-B) CCSS.MATH.CONTENT.HSS.MD.B.6 CCSS.MATH.CONTENT.HSS.MD.B.7

ENGLISH LANGUAGE ARTS CURRICULUM MAP

The standards outlined in the Vista Meadows English Language Arts Curriculum Map utilize a two-year band in grades 9-12 to allow for flexibility in the design of each student's individualized learning plan. This is especially important given that our Academy is an alternative high school that offers credit recovery.

As the students advance through the grades they are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the Common Core State Standards.

Grade 9	Grade 10	Grade 11	Grade 12
LITERATURE & INFORMATIONAL TEXT Key Ideas and Details: CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 Craft and Structure: CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.9-10.7 CCSS.ELA-LITERACY.RI.9-10.8 (Info. Text) CCSS.ELA-LITERACY.RL.9-10.9 Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.9-10.10		**LITERATURE & INFORMATIONAL TEXT** Key Ideas and Details: CCSS.ELA-LITERACY.RL.11-12.1 CCSS.ELA-LITERACY.RL.11-12.2 CCSS.ELA-LITERACY.RL.11-12.3 Craft and Structure: CCSS.ELA-LITERACY.RL.11-12.4 CCSS.ELA-LITERACY.RL.11-12.5 CCSS.ELA-LITERACY.RL.11-12.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.11-12.7 CCSS.ELA-LITERACY.RL.11-12.9 Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.11-12.10	
WRITING: Text Types and Purposes: CCSS.ELA-LITERACY.W.9-10.1 (A-E) CCSS.ELA-LITERACY.W.9-10.2 (A-F) CCSS.ELA-LITERACY.W.9-10.3 (A-E) Production and Distribution of Writing: CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6 Research to Build and Present Knowledge:		**WRITING:** Text Types and Purposes: CCSS.ELA-LITERACY.W.11-12.1 (A-E) CCSS.ELA-LITERACY.W.11-12.2 (A-F) CCSS.ELA-LITERACY.W.11-12.3 (A-E) Production and Distribution of Writing: CCSS.ELA-LITERACY.W.11-12.4 CCSS.ELA-LITERACY.W.11-12.5 CCSS.ELA-LITERACY.W.11-12.6 Research to Build and Present Knowledge:	

CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.W.9-10.9 (A-B) Range of Writing: CCSS.ELA-LITERACY.W.9-10.10	CCSS.ELA-LITERACY.W.11-12.7 CCSS.ELA-LITERACY.W.11-12.8 CCSS.ELA-LITERACY.W.11-12.9 (A-B) Range of Writing: CCSS.ELA-LITERACY.W.11-12.10
SPEAKING & LISTENING Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 (A-D) CCSS.ELA-LITERACY.SL.9-10.3 Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6	**SPEAKING & LISTENING** Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.11-12.1 (A-D) CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.SL.11-12.3 Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.11-12.4 CCSS.ELA-LITERACY.SL.11-12.5 CCSS.ELA-LITERACY.SL.11-12.6
LANGUAGE Conventions of Standard English: CCSS.ELA-LITERACY.L.9-10.1 (A-B) CCSS.ELA-LITERACY.L.9-10.2 (A-C) Knowledge of Language: CCSS.ELA-LITERACY.L.9-10.3 (A) Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.9-10.4 (A-D) CCSS.ELA-LITERACY.L.9-10.5 (A-B) CCSS.ELA-LITERACY.L.9-10.6	**LANGUAGE** Conventions of Standard English: CCSS.ELA-LITERACY.L.11-12.1 (A-B) CCSS.ELA-LITERACY.L.11-12.2 (A-B) Knowledge of Language: CCSS.ELA-LITERACY.L.11-12.3 (A) Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.11-12.4 (A-D) CCSS.ELA-LITERACY.L.11-12.5 (A-B) CCSS.ELA-LITERACY.L.11-12.6

SCIENCE CURRICULUM MAP

The academy has adopted the Next Generation Science Standards (NGSS). The NGSS incorporates the Common Core Standards in Mathematics by focusing on how math practices line up with what you need to know to perform work in each scientific discipline. The disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

Sources: NGS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.
https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

PHYSICAL SCIENCES	Matter and Its Interactions HS-PS1-1 HS-PS1-2 HS-PS1-3 HS-PS1-4 HS-PS1-5 HS-PS1-6 HS-PS1-7 HS-PS1-8 Energy HS-PS3-1 HS-PS3-2 HS-PS3-3 HS-PS3-4 HS-PS3-5 Motion and Stability: Forces and Interactions HS-PS2-1 HS-PS2-2 HS-PS2-3 HS-PS2-4 HS-PS2-5 HS-PS2-6 Waves and Their Applications in Technologies for Information Transfer HS-PS4-1 HS-PS4-2 HS-PS4-3 HS-PS4-4 HS-PS4-5
LIFE SCIENCES	From Molecules to Organisms: Structures and Processes HS-LS1-1 HS-LS1-2

	HS-LS1-3 HS-LS1-4 HS-LS1-5 HS-LS1-6 HS-LS1-7 Ecosystems: Interactions, Energy, and Dynamics HS-LS2-1 HS-LS2-2 HS-LS2-3 HS-LS2-4 HS-LS2-5 HS-LS2-6 HS-LS2-7 HS-LS2-8 Heredity: Inheritance and Variation of Traits HS-LS3-1 HS-LS3-2 HS-LS3-3 Biological Evolution: Unity and Diversity HS-LS4-1 HS-LS4-2 HS-LS4-3 HS-LS4-4 HS-LS4-5 HS-LS4-6
EARTH & SPACE SCIENCES	Earth's Place in the Universe HS-ESS1-1 HS-ESS1-2 HS-ESS1-3 HS-ESS1-4 HS-ESS1-5 HS-ESS1-6 Earth's Systems HS-ESS2-1 HS-ESS2-2 HS-ESS2-3 HS-ESS2-4 HS-ESS2-5 HS-ESS2-6 HS-ESS2-7 Earth and Human Activity HS-ESS3-1

	HS-ESS3-2 HS-ESS3-3 HS-ESS3-4 HS-ESS3-5 HS-ESS3-6
ENGINEERING, TECHNOLOGY, & APPLICATIONS OF SCIENCE.	Engineering Design HS-ETS1-1 HS-ETS1-2 HS-ETS1-3 HS-ETS1-4

SOCIAL STUDIES CURRICULUM MAP

"In the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, the call for students to become more prepared for the challenges of college and career is united with a third critical element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know their past; read, write, and think deeply; and act in ways that promote the common good".

Vista Meadows Academy understands "students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary". Students will need strong tools for, and methods of, clear and disciplined thinking in order to navigate successfully through the worlds of college, career, and civic life."

Source: From the National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).
https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_6559687.pdf
https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf

World Historical and Geography Inquiry and Literacy Practices **(Eras 4-7)** **1 credit required**	**ERA 4 – EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300-1500 CE** 4.1 Growth and Interactions of World Religions, and Intensifying Trade Networks and Contacts 4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, and Spheres of Interaction and Influence in the Americas **ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES** 5.1 Emerging Global System and Diffusion of World Religions 5.2 Cultural Encounters and the Columbian Exchange, the Trans-Atlantic Slave Trade, and Afro- Eurasian Empires **AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914** 6.1 Global Revolutions, Worldwide Migrations and Population Changes, and Increasing Global Interconnections 6.2 Comparing Political Revolutions and/or Independence Movements, Growth of Nationalism and Nation-States, Industrialization, and Imperialism **ERA 7 – GLOBAL CRISIS AND ACHIEVMENT, 1900-PRESENT DAY** 7.1 Power and Resistance, Global Conflict, Genocide in the 20th Century, and Technological, Scientific, and Cultural Exchanges

	7.2 World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide **CONTEMPORARY GLOBAL ISSUES 1-4** (Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security) *Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.*
United States History and Geography **(Eras 6-9)** **1 credit required**	Political and Intellectual Transformations of America to 1877 **ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)** 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE) 6.2 Becoming a World Power 6.3 Progressive Era **ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)** 7.1 Growing Crisis of Industrial Capitalism and Responses 7.2 World War II **ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)** 8.1 Cold War and the United States 8.2 Domestic Changes and Policies 8.3 Civil Rights in the Post-World War II Era **USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE** 9.1 Impact of Globalization on the United States 9.2 Changes in America's Role in the World 9.3 Policy Debates *Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.*
Civics **.5 credit required**	Philosophical Foundations of Civic Society and Government **ORIGINS AND FOUNDATIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA** 2.1 Origins of American Constitutional Government 2.2 Democratic Values and Constitutional Principles **STRUCTURE AND FUNCTION OF GOVERNMENTS IN THE UNITED STATES OF AMERICA** 3.1 Structures, Functions, Powers, and Limits of the Federal Government

	3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments **RIGHTS AND LIBERTIES IN THE UNITED STATES OF AMERICA** 4.1 Application of the Bill of Rights 4.2 The Extension of Civil Rights and Liberties 4.3 Examining Tensions and Limits on Rights and Liberties **THE UNITED STATES OF AMERICA AND WORLD AFFAIRS** 5.1 Formation and Implementation of U.S. Foreign Policy 5.2 U.S. Role in International Institutions and Affairs **CITIZENSHIP AND CIVIC PARTICIPATION IN THE UNITED STATES OF AMERICA** 6.1 Citizenship in the United States of America 6.2 Rights and Responsibilities in Civic Society 6.3 Dispositions for Civic Participation 6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse *Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.*
Economics **.5 credit required**	**E1 – THE MARKET ECONOMY** 1.1 Individual and Business Decision Making 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Government Impact on Households and Businesses **E2 – THE NATIONAL ECONOMY** 2.1 Economic indicators in the Economy 2.2 Role of Government in the U.S. Economy **E3 – THE INTERNATIONAL ECONOMY** 3.1 Economic Systems 3.2 Economic Interdependence – Trade **E4 – PERSONAL FINANCE** 4.1 Decision Making *Note: The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.*

World Language

The Academy follows *The Michigan World Language Standards and Benchmarks, which* define what students should know and be able to do to communicate effectively in a language other than English. The standards are met at the academy through Apex Learning.
https://www.michigan.gov/documents/mde/WL_Standards_Benchmarks_Accessible_Final_601923_7.pdf

Michigan World Language Standards **2 credits**	**1 - Communication: Communicate in Languages Other than English** **1 .1 Interpersonal Communication** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions . **1.2 Interpretive Communication** Students understand and interpret written and spoken language on a variety of topics. **1 .3 Presentational Communication** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics . **2 - Cultures: Gain Knowledge and Understanding of Other Cultures** **2.1 Practices and Perspectives** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied . **2.2 Products and Perspectives** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied . **3 - Connections: Connect with Other Disciplines and Acquire Information** **3.1 Knowledge** Students reinforce and further their knowledge of other disciplines through the world language . **3.2 Point of View** Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures . **4 - Comparisons: Develop Insight into the Nature of Language and Culture** **4 .1 Comparing Languages** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own . **4 .2 Comparing Cultures** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own . **5 - Communities: Participate in Multilingual Communities at Home and Around the World** **5 .1 Use of Language**

	Students use the language both within and beyond the school setting. **5 .2 Personal Enrichment** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment .

Visual, Performance and Applied Arts Curriculum Map

The Academy follows the Michigan Merit Curriculum *Standards, Benchmarks, and Grade Level Content Expectations* for Visual Arts, Music, Dance and Theatre. The standards are met at the academy through Apex Learning.

https://www.michigan.gov/documents/mde/VPAA_Standards_Accessible_Final_599577_7.pdf

PERFORM	**Standard 1: Apply skills and knowledge to perform in the arts.** Apply acquired knowledge and skills to the creative problem-solving process . (21st Century Skills: I .4, II .2) Intentionally use art materials and tools when applying techniques and skills to communicate ideas . (21st Century Skills: I .6, III .3, III .6) Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3) Exhibit, present, and publish quality works of art . (21st Century Skills: I .4, I .6, III .3, III .6) Responsibly and safely manage materials and tools . (21st Century Skills: III .4, III .6, III .8)
CREATE	**Standard 2: Apply skills and knowledge to create in the arts.** Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I .2, I .3, I .4) Create artwork using materials and techniques with skill so that personal intentions are carried out . (21st Century Skills: I .1, 1 .2, II .7, III .3) Apply organizational principles and methods to create innovative works of art and design products . (21st Century Skills: I .1, I .2, III .3) Apply knowledge and skill to symbolize the essence of an idea . (21st Century Skills: I .1, I .6) Reflect, articulate, and edit the development of artwork throughout the creative process . (21st Century Skills: I .4, II .7, III .3, III .4) Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics.
ANALYZE	**Standard 3: Analyze, describe, and evaluate works of art.** Analyze and describe the formal characteristics of a work of art or design . (21st Century Skills: I .3, II .1, III .1) Describe how organizational principles are used to elicit emotional responses . (21st Century Skills: I .3, II .1, III .1) Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology . (21st Century Skills: I .2, I .3, I .6, II .1)

	Evaluate the quality and effectiveness of one's artwork . (21st Century Skills: I .3, II .1, III .4) Recognize and understand the relationships between personal experiences and the development of artwork . (21st Century Skills: I .3)
ANALYZE IN CONTEXT	**Standard 5: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.** Observe and describe artwork with respect to history and culture . (21st Century Skills: I .6, II .1, III .1, III .2, III .7, III .8, III .9, III .10) Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places . (21ST Century Skills: I .3, I .6, III .2, III .7) Analyze the correlation between art, history, and culture throughout time . (21st Century Skills: I .6, III .1, III .2, III .7, III .8, III .9, III .10) Use knowledge of art and design history to inform personal artwork . (21st Century Skills: I .1, I .3, II .5, II .7, III .3, III .7)
ANALYZE & MAKE CONNECTIONS	**Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.** Design creative solutions that impact everyday life. (21st Century Skills: I .1, I .2, I .4, III .3, III .4, III .6) Explore and understand the variety of art and design careers. (21st Century Skills: II .2, II .3, II .5, III .7) Explore and understand the application of the creative process throughout career pathways. (21st Century Skills: II .1, II .2, II .3, II .5, III .2, III .7, III .8 . III .9, III .10) Identify commonalities, differences, and connections between the art disciplines. (21st Century Skills: I .3) Recognize the role of art across the academic curriculum. (21st Century Skills: I .3) Understand artistic knowledge as an important tool for successful living in the 21st century . (21st Century Skills: II .1, II .5, III .7) Analyze the impact of visual culture on society . (21st Century Skills: I .3, III .2, III .7) Identify the role visual arts play in enhancing civic responsibility and community . (21st Century Skills: I .3, I .6, III .2, III .4, III .7, III .9)

PHYSICAL EDUCATION CURRICULUM MAP

The Academy follows the May, 2017 Michigan Department of Education Physical Education Standards for Physical Education.

https://www.michigan.gov/documents/mde/K_12_PE_Standards_Aug_17_ADA_compliance9-18_601116_7.pdf

Grades 9-12
High School Outcomes have been organized into two levels. Level 1 indicates the minimal knowledge and skills necessary for students to be career and college ready. Level 2 builds on Level 1 skills and competencies.
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Level 1	Level 2
1. **Lifetime activities:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L1)	Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games). (S1.1.L2)
2. Dance and rhythms: Demonstrates competency in dance forms used in cultural and social occasions (e.g. weddings, parties) or demonstrates competency in 1 form of dance (e.g. ballet, modern, hip hop, tap). (S1.2.L1)	Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.2.L2)
3. Fitness activities: Demonstrates competency in 1 or more specialized skills in health- related fitness activities. (S1.3.L1)	Demonstrates competency in 2 or more specialized skills in health- related fitness activities. (S1.3.L2)
Standard 2: Applies knowledge of concepts, principals, strategies and tactics related to movement and performance.	
Level 1	**Level 2**
1. **Movement concepts, principles and knowledge:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games,	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society. (S2.1.L2)

target games, aquatics, and/or outdoor pursuits appropriately. (S2.1.L1)	
2. Movement concepts, principles and knowledge: Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.2.L1)	Describes the speed/accuracy trade-off in throwing and striking skills. (S2.2.L2)
3. Movement concepts, principles and knowledge: Creates a practice plan to improve performance for a self-selected skill. (S2.3.L1)	Identifies the stages of learning a motor skill. (S2.3.L2)
4. Movement concepts, principles and knowledge: Identifies examples of social and technical dance forms. (S2.4.L1)	Compares similarities and difference in various dance forms. (S2.4.L2)
Standard 3: Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	
1. Physical activity knowledge: Discusses the benefits of a physical activity active lifestyle as it relates to college or career productivity. (S3.1.L1)	Investigates the relationships among physical activity, nutrition, and body composition. (S3.1.L2)
2. Physical activity knowledge: Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.2.L1)	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle. (S3.2.L2)

Resource: SHAPE America: Society of Health and Physical Educators

FUSION PROGRAM

Our Fusion Program serves students through an online platform using Apex Learning. Apex Learning delivers the identical curriculum detailed in this Schedule through an online platform with the use of videos, interactive learning tasks, for VMA's seat-time waiver students. It is designed for students that choose to follow a non-traditional pathway to their diploma. Students do 90% of their coursework online, while meeting with their mentor teacher for assistance to keep them on track to graduation. The Academy's credit recovery courses are designed to help students learn at their own pace and on their own time. The flexibility and design of the courses within the Fusion Program empower students to focus on exactly the content they need in order to catch up to their peers, recover lost credits, and graduate on time.

Curriculum Standards

What is a Standard?

For every high school course there is a list of standards that a student needs to complete in order to earn credit. A *standard is a learning target that describes the content a student needs to master in order to earn credit for that unit of study*. Standard totals for each course range between 5 and 14, depending on the length of the class and the amount of specifics that each content area requires for success as well as to progress on to the next level, or to be successful post high-school,

Standards can be completed out of sequence or in combination with standards from other courses through projects that are approved by the advisor and evaluated by certified content area teachers as appropriate.

Earning Credit with Standards

Partial credit is earned for a course each time a student demonstrates mastery of a Standard for that class. For example, if a class had 12 Standards, then every Standard in that class is worth *1*/12 (.083) credits.

Students can repeat Standards as many times as they wish in order to improve comprehension or their grade. **Credit for each Standard is only awarded on**ce, although grades can be awarded multiple times (which can improve a student's GPA for the course as well as overall).

Demonstrating mastery of a Standard means earning a 2.0 or higher on the project/assessment for each Standard. The scale for earning credit is provided below for each standard. In each case, the assessment may vary according to the student's needs or interests but always with pre-approval of the advisor and will be evaluated according to the scale. Students who do not meet minimum mastery levels will be required to revise or retake. Staff and students have access to all of the Standards needed to complete in order to graduate which are monitored in advisory class.

SCHOOL-WIDE SCALE STANDARDS

Grade	What it Means	Cognitive Processes	What It Might Look Like and/or Include
4.0	**I can teach it & apply it**	**Analyzing** **Evaluating** **Creating** **Differentiating** **Attributing** **Critiquing** **Generating** **Producing** **Predicting**	Able to not only understand and explain information, but be able to break it down and communicate it to someone else. Being able to take information that you understand and can explain, and apply it to a new or different situation in a clear and coherent manner Breaking material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose An in-depth project/paper/presentation in which the final product is entirely student created and driven
3.5	I can teach & apply part of it	More than being able to explain the material, the student displays partial success at applying information or is able to teach some elements of the material to someone else, but falls short of a 4.0	
3.0	**I can explain it**	**Explaining** **Summarizing** **Comparing** **Contrasting** **Applying** **Interpreting** **Classifying** **Implementing** **Executing**	Explaining material beyond defining it, adding information and being able to construct a more complete picture of the concept Understanding concepts in a more complex way and being able to see and explain how they fit together to form the "big picture" A project/paper/presentation that covers major concepts with beginning levels of complexity
2.5	I can discuss it	More than being able to define or recognize material, the student is able to carry out a conversation with another individual of similar or greater knowledge, but falls short of a 3.0	
2.0	**I get it**	**Identifying** **Remembering** **Recalling** **Recognizing** **Defining** **Describing** **Distinguishing**	Retrieve relevant knowledge from long-term memory Identify and categorize information and the connections between information when presented Matching; True/False; Multiple Choice; Fill in the Blank; Short response/descriptions
1.0	I've got some questions	The student recognizes and remembers some concepts with vagueness, but falls short of a 2.0	

Grade	What it Means	Psychomotor (skill) Processes	What It Might Look Like and/or Include
4.0	**I can teach skill & apply skill**	**Integrate Combine Refine Create Adapt Formulate Invent Assemble**	Skill involves a higher level of precision as its so well developed that the student can modify movement patterns to fit special a special physical requirement or to meet a creative problem. Coordinating a series of actions or skills, achieving harmony and internal consistency. The individual begins to experiment, creating new motor acts or ways of manipulating materials out of understandings, abilities, and skills developed. Having high level performance while thinking more about the end goal then the process required to complete the needed skill. Relate and combine associated activities to develop methods to meet varying requirements. Develops skills beyond what is taught in the classroom.
3.5	I can teach & apply part of it		More than being able to demonstrate the skill, the student displays the beginning steps to combining skills to create a piece or performance, or is able to teach some elements of the skill to someone else, but falls short of a 4.0
3.0	**I can use and apply skill to create or perform.**	**Demonstrate Display Show Control Construct Build Arrange Coordinate**	Individual continues to practice a particular skill or sequence until it becomes habitual and the skill has been attained. Action can be performed with some confidence and proficiency. Physical performance is quick, smooth, and performed without hesitation. Skills are applied to a cognitive process.
2.5	I can perform parts of the skill without guidance		The response is more complex than at the previous level, but the student still isn't sure of him/herself and falls short of a 3.0.

2.0	**I can copy the skill**	**Attempt
		Begin
		Duplicate
		Try
		Repeat
		Follow
		Mimic
		Reproduce
		Move
		Proceed**
			Early stages in learning a complex skill. It includes repeating an act that has been demonstrated or explained, and trial and error until an appropriate response is achieved.

1.0	I've got some questions		The student recognizes and remembers some concepts with vagueness, but falls short of a 2.0