BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

October 8, 2024

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

Dear Ms. Thompson:

Attached please Contract Amendment No. 1 for Crescent Academy.

Please let me know if you have any questions, I can be reached at (906) 248-8446.

Sincerely,

Mariah Wanic

Mariah Wanic, Director of Charter Schools

CONTRACT AMENDMENT NO. 1

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

CRESCENT ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 1

CRESCENT 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 **BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS** ("College Board") to **CRESCENT ACADEMY** ("Academy") on **July 1, 2023** ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Schedules to Add a Transitional Kindergarten and the 10th Grade, In Addition to Increasing the Maximum Student Enrollment to 850 Students for the 2024-2025 Academy School Year.

1. Amend Contract Schedule 6: Physical Plant Description, b replacing pages 6-1 and 6-2 in that schedule and replacing it with the material attached as Exhibit 1.

2. Amend Contract Schedule 7d: Curriculum, by adding the Transitional Kindergarten curriculum and 10th grade curriculum to the end of this schedule it is attached as Exhibit 2.

3. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 3.

4. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 4.

This amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have an effective dates of August 1, 2024.

Mariah Wanic

Dated: 10-8-2024

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

Farrita Jackson

Dated: 10.8.2024

By: Farrita Jackson, Board President
Crescent Academy
Designee of the Academy Board

Exhibit 1

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).

2. The addresses of the proposed sites and physical plant (the "Proposed Site") of Crescent Academy ("Academy") are as follows:

A. Twelve Mile Site

Address #1: 17570 and 17550 West Twelve Mile Road
Southfield, Michigan 48076

Configuration of Grade Levels:Pre-Kindergarten,Transitional Kindergarten, Kindergarten & Second Grades

Description: The Academy is comprised of two buildings, the original a 30,952 sq. ft. two-story building which contains sixteen classrooms, a food service area, a multipurpose room, library, two conference rooms, five offices, restrooms, and additional 'open' space for future expansion. The second building located next door is a newly remodeled (2011) 8,329 sq. ft. single story building which contains 9 classrooms (K) a food service area, 3 offices and adequate toilet facilities.

Name of School District and Intermediate School District:

Local: Southfield Public Schools
ISD: Oakland Intermediate School District

B. Code Road Site

Address #2: 25175 Code Road
Southfield, MI 48033

Configuration of Grade Levels: Third through Sixth Grades

Description: Single story, multiple entrances, and brick construction. Approximately 22,000 square feet with 12 classrooms, a gym/multipurpose room, storage, offices and a food preparation room. There are ample ball fields and a playground with fall zone. The breezeway connecting the Academy wing to the rest of St. Michael's building will be blocked with a 2-hour demise wall. The site also includes two modular classroom units. One unit is approximately 9,070 square feet with 8 classrooms and 9 bathrooms. The second unit is approximately 6,660 square feet with 4 classrooms and 3 bathrooms.

Name of School District and Intermediate School District:

Local: Southfield Public Schools
ISD: Oakland Intermediate School District

C. Christian Tabernacle Site

Address #3: 26555 Franklin Road
Southfield, MI 48033

Configuration of Grade Levels: Seventh through Tenth Grades

Description: This site includes two buildings. The first building is approximately 43,300 square feet which includes a first floor and lower level including classrooms, offices, restrooms, reception area and food preparation area. The second building is a one-story structure which includes a gymnasium, storage rooms and locker rooms with approximately 17,400 square feet. There is ample parking.

Name of School District and Intermediate School District:

Local: Southfield Public Schools
ISD: Oakland Intermediate School District

3. It is acknowledged and agreed that the following information about these Proposed Sites are provided on the following pages, or must be provided to the satisfaction of the College Board, before the Academy may operate as a public school in this state.

A. Narrative description of physical facility
B. Size of building
C. Scaled floor plan
D. Copy of executed lease or purchase agreement

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facilities. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

5. If the Proposed Sites described above are not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe and agree upon the Academy's physical facilities. The Academy must submit to the College Board or its designee complete information about the new site to be actually used. This information includes that described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes as a public school in this state until it has submitted all the information described above, to the satisfaction of the College, and the amendment regarding the new site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at these sites. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

Exhibit 2

Transitional Kindergarten Curriculum

High Scope Curriculum: An Overview

Introduction to High Scope

High Scope is an evidence-based curriculum framework designed to foster educational development in early childhood through active participatory learning. This approach emphasizes adult-child interaction, a carefully designed learning environment, and a consistent daily routine.

Key Components of High Scope Curriculum

1. **Active Learning**
    - Children engage directly with people, objects, ideas, and events.
    - Encourages hands-on experiences and problem-solving activities.
2. **Adult-Child Interaction**
    - Teachers and caregivers actively participate in children's activities.
    - Adults support and extend children's learning through open-ended questioning and positive reinforcement.
3. **Learning Environment**
    - Well-organized classrooms with clearly defined areas for different types of play and learning.
    - Includes areas for dramatic play, block building, art, reading, and more.
4. **Daily Routine**
    - A consistent schedule that includes time for small and large group activities, child-initiated play, and outdoor play.
    - The routine provides a balanced mix of adult-guided and child-initiated activities.
5. **Assessment**
    - Ongoing assessments to monitor children's progress.
    - Tools like the High Scope Child Observation Record (COR) are used to document and evaluate development.

Curriculum Content Areas

1. **Language and Literacy**
    - Encourages the development of speaking, listening, reading, and writing skills.
    - Activities include storytelling, interactive reading, and opportunities for children to write and draw.
2. **Mathematics**

- Focuses on number sense, spatial awareness, and problem-solving.
- Includes activities such as counting games, sorting, and measuring.

3. **Science and Technology**
   - Promotes exploration and discovery through hands-on experiments and nature activities.
   - Children learn about the natural world and basic concepts of physics and biology.
4. **Social Studies**
   - Helps children understand themselves, their families, and their communities.
   - Activities include role-playing, community visits, and discussions about diversity and social roles.
5. **Creative Arts**
   - Encourages self-expression through art, music, dance, and drama.
   - Provides opportunities for children to create, perform, and appreciate various art forms.
6. **Physical Development**
   - Supports gross and fine motor skills through activities such as climbing, running, drawing, and cutting.
   - Emphasizes the importance of physical activity and healthy living.
7. **Social and Emotional Development**
   - Focuses on building self-esteem, emotional regulation, and interpersonal skills.
   - Activities include cooperative games, group discussions, and conflict resolution practices.

Implementation Strategies

1. **Training and Professional Development**
   - Continuous training for teachers to effectively implement the High Scope approach.
   - Professional development includes workshops, coaching, and peer collaboration.
2. **Family Involvement**
   - Encourages strong partnerships with families to support children's learning.
   - Regular communication, family workshops, and involvement in classroom activities.
3. **Community Engagement**

- Building connections with local organizations and resources to enhance learning experiences.
- Community visits and involvement in local events.

Conclusion

The High Scope Curriculum provides a comprehensive, child-centered approach to early childhood education that promotes active learning, positive interactions, and a well-structured environment. By focusing on the whole child, High Scope aims to develop critical thinking, social-emotional skills, and a lifelong love of learning.

This overview of the High Scope Curriculum provides a detailed yet concise introduction to its principles and practices, suitable for educators, parents, and stakeholders interested in early childhood education.

Reading K

Course Description

MAISA and Oakland Schools collaborated on the development of elementary-level units of instruction for ELA beginning in 2010. The project culminated in creating a complete curriculum from kindergarten through grade 5. However, those units of study have not been updated in recent years due to insufficient funding. Due to the lack of updating, the units are not consistent with more recent research and practice. Therefore, for those wanting to continue to utilize the units, we recommend users make their own copies and incorporate the necessary grammar, language, and vocabulary standards as well as adjust the content to reflect the updated reading research. They will be removed from this site (the Oakland Schools public Atlas System only) on July 1, 2024.

Kindergarten Reading

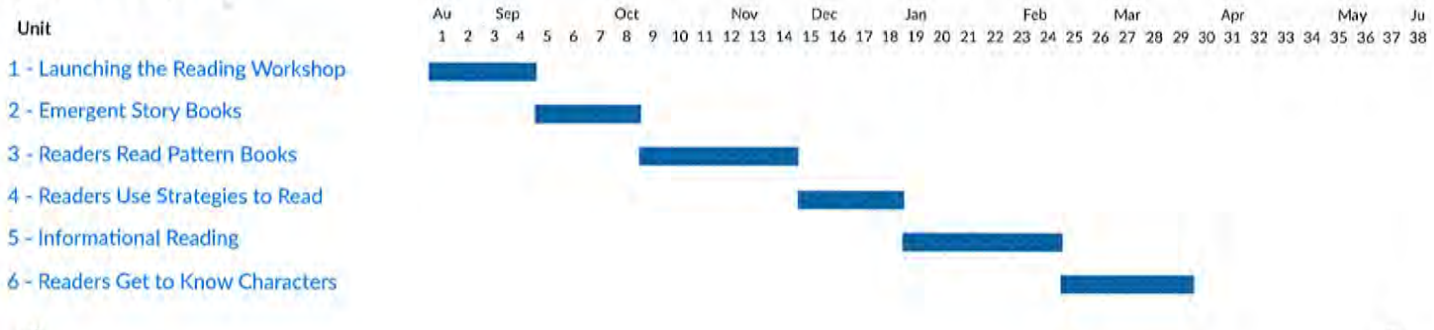
Overview
This course has been designed to meet the needs of a wide range of kindergarten readers. Kindergarteners enter this first year at various stages of reading, with some already reading and others knowing a few letters and sounds. This course is designed in a way to help kindergarten readers' progress so that by the end of the year their reading moves towards the benchmarks designated for their grade level. Children read both fiction and nonfiction throughout the course. Kindergarten readers learn how to integrate sources of meaning, so that the children understand that reading is not merely reading the words but also understanding the text.

Rationale
The Michigan Academic Standards (Common Core State Standards) emphasize that children should spend large amounts of time reading informational text and literature. This kindergarten grade course focuses on kindergarten readers reading just right text at increasing difficulty on a variety of genres to become researchers of the world and to know that reading can be a source of information to grow knowledge about new subjects and on topics that are new to them.

Scope and Sequence
Careful thought has been given to the order in which the Kindergarten units are presented. The yearlong course is designed to build early reading skills as well as habits of mind and experiences for future success in reading. As a result, certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. For example, the Emergent Storybook unit was created to support non-conventional readers. However, if many of the children are already conventional readers the Emergent Story book unit may be skipped. It is always important for teachers to adapt this curriculum in ways that benefit their classroom.

Alignment
The Kindergarten course is designed to meet the Michigan Academic Standards for Reading Literature and Informational Text. The work done in this course is primarily designed to meet the Michigan Academic Standards in reading however, some of the speaking and listening standards as well as the foundational skills standards are delivered in this course as well. The work done throughout this kindergarten course not only aligns with the Michigan Academic Standards but also prepares kindergarteners for the work ahead in first grade.

Unit Calendar by Year



6 Units found

Unit Plan

1 - Launching the Reading Workshop

OS/MAISA / Kindergarten / English Language Arts

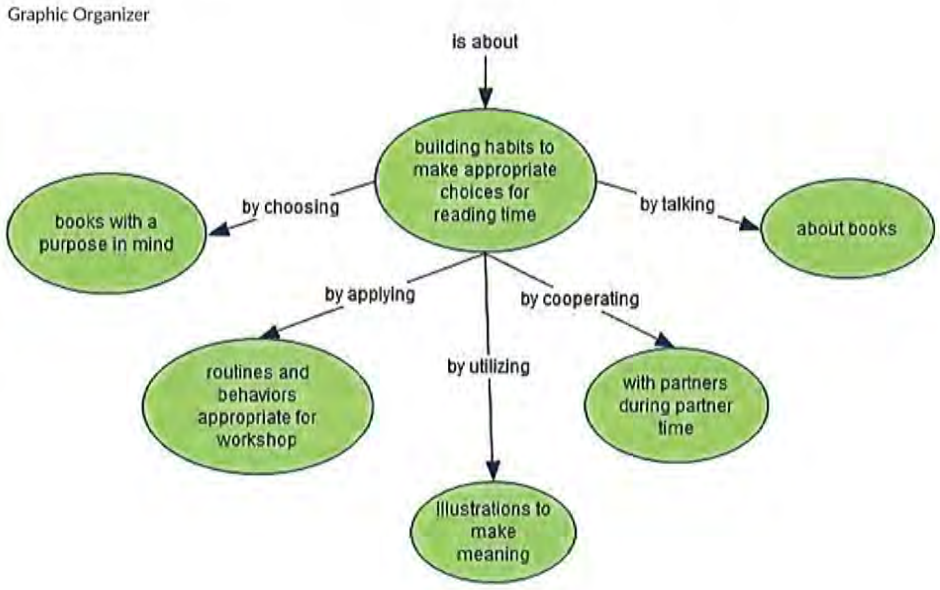
Week 1 - Week 4

Unit of Study

Overarching Questions and Enduring Understandings

How do readers build strong reading habits?

Graphic Organizer



Unit Abstract

Unit one in kindergarten is our chance to invite children into the world of reading so that by the end of September, they see themselves as part of a larger reading community and also see themselves as readers in that community. The hope is that readers acquire confidence around selecting books, develop a sense of story and meaning through reading pictures across books and gain information as well as find numerous ways to talk and read with other readers in reading partnerships. These are all habits readers share regardless of age.

This unit inspires a love for reading while balancing the teaching of reading process work. In this unit and all that follow, teachers demonstrate that reading is always about thinking about the text while their eyes are busy looking at the text. Over time readers use pictures and words to read their text page by page to build their reading stamina. In narrative text, readers can become the characters through pictures, which adds engagement and liveliness, and also sets kindergarteners in the shoes of their characters ultimately helping them to think about the "meaning making" that runs along narrative print. In informational text, readers learn to acquire as much information as possible about their topics of interest through pictures, photographs and diagrams and in turn teach others all they have learned.

Partnerships meet the very first day of reading workshop, however these meetings initially are randomly selected by readers or the teacher (possibly, just partnered by who is sitting nearest). Partnerships may feel short lived and casual within the first weeks of unit one. However, near the third to fourth week, once the teacher has had the time to get to know readers a little deeper, partnerships lift in rigor and importance by having a partnership that lasts across numerous days or weeks. Emphasis is placed on partnerships by having partners meet after the mini-lesson with independent reading following. Readers learn strategies for planning, sustaining and utilizing their partnerships. Readers see that it is essential to share their reading and thinking with others.

The conclusion of unit one is marked by a celebration when students reflect and/or share their work and growth as readers. The purpose is to pull this community of readers together and take stock of all the learning before turning a corner toward unit two. Although most of your kindergarteners will not be conventional readers at this time of year, the intent of this unit is that they recognize themselves as people who read, share reading and share their thinking through talk!

Important Note:

As you move through this unit teachers should include instruction about procedures, management and expectations for reading workshop as needed. This instruction could take place during the mid-workshop teach or during the share. This unit does not teach students how to sit on the carpet day one and then on subsequent days teach students how to hold a book and turn the pages. Rather, this unit immerses students into the act of reading and ask teachers observe their students behaviors and make teaching decisions based on these observations.

Content Expectations/Standards

MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

MI: Kindergarten

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.K.10. Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

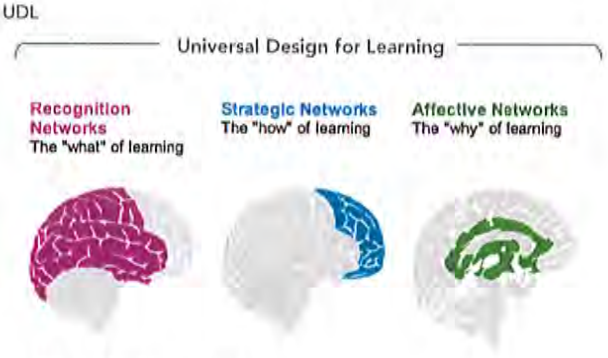
Unit Level Standards

While the information contained here is not related to Unit Level Standards, important information related to UDL is included for your reference.

What is Universal Design for Learning (UDL)?

UDL is a research-based framework that focuses on proactive design and delivery of curriculum, instruction and assessment. UDL provides opportunities for every student to learn and show what they know, with high expectations for all learners.

Each student learns in a unique manner so a one-size-fits-all approach is not effective. UDL principles create options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning. (NY DOE)



Universal Design for Learning

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential/Focus Questions

1. How do readers build habits useful for a lifetime of reading?
2. How do readers use pictures and words to read their books?
3. How do readers share their reading and thinking with others?

Key Concepts

habits
pictures/illustrations
reading
reading community
routines
words/text

Assessment Tasks

Intellectual Processes

Applying routines and procedures of workshop
Building a reading community
Choosing texts for a variety of purposes
Talking about books with partners and teacher
Using pictures/illustrations to "read" texts

Lesson Sequence

Concept I: Readers build useful habits for a lifetime of reading.
Session 1 Readers choose books they want to read and share those books with others.
Session 2 Readers use their imagination to build adventures.
Session 3 Readers care for books by picking them up by the spine and selecting them and putting away carefully.
Session 4 Readers change their voice volume to fit their reading job.
Session 5 Readers read every day and know ways to read for longer and longer stretches of time.
Session 6 Readers make a plan for books to read based on what they feel like reading and learning about.
Concept II: Readers use pictures and words to read their books
Session 7 Readers read words they know by looking, pointing and saying one word at a time.
Session 8 Readers read the words they know and have ways of sharing their word knowledge with partners.

Resources

Teacher Resources

Calkins, L. (2001). The Art of Teaching Reading. Boston: Allyn and Bacon.
Calkins, L. (2011-2012). A Curricular Plan for Reading Workshop, Kindergarten. Portsmouth, NH: Heinemann.
Collins, K. (2004). Growing Readers: Units of Study in the Primary Classroom. Portland, MA: Stenhouse.
Goldberg, G. & Serravallo, J. (2007). Conferring with Readers: Supporting Each Student's Growth & Independence. Portsmouth, NH: Heinemann.
Serravallo, J. (2010). Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers. Portsmouth, NH: Heinemann.

Session 9 Readers pretend to be the characters in their books by studying the pictures and acting out the character.
Session 10 Readers use pictures and think about what they already know to read and talk about informational text
Session 11 Readers use gestures to teach the information they've learned in informational reading.
Session 12 Readers read informational text by sounding like an expert.
Session 13 Readers read and sound like a storyteller when reading a book they know well.
Session 14 Readers read text by connecting what is repeated in pictures and words and by using the word *THEN*...

Concept III: Readers share their reading and thinking with others.

Session 15 Readers make plans for their time together by taking turns talking and reading.
Session 16 Readers make plans for their time together by choosing what to talk about; acting out characters or teaching informational text.
Session 17 Readers use familiar parts and words they know to help other readers read on.
Session 18 Readers show interest in what others are saying by looking at the person and saying something back.
Session 19 Readers celebrate their reading success by sharing it with others.

Lesson Plans

Resource Materials Packet Oakland Schools Literacy Website

Unit Plan

2 - Emergent Story Books

OS/MAISA / Kindergarten / English Language Arts

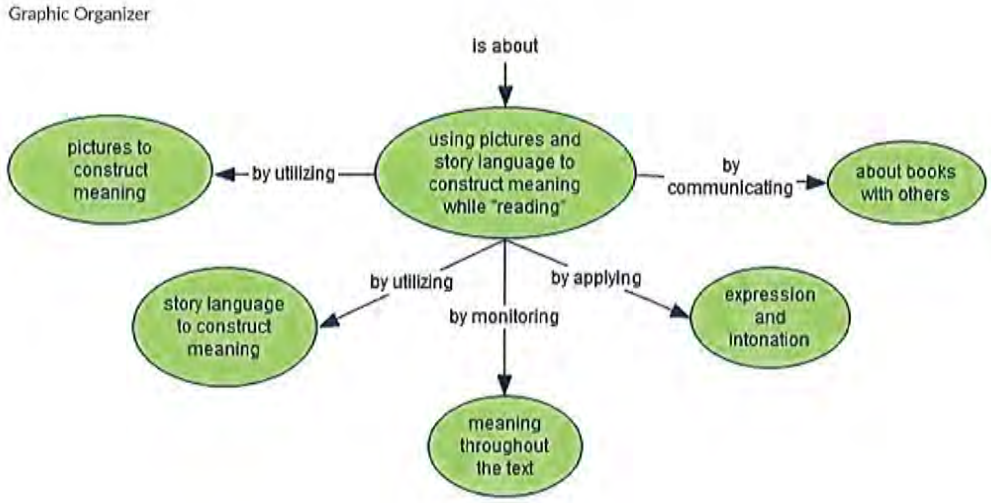
Week 5 - Week 8

Unit of Study

Overarching Questions and Enduring Understandings

How do readers use pictures and story language to read emergent storybooks?

Graphic Organizer



Unit Abstract

In the previous unit children learned the procedures and routines needed to carry on with some independence as they begin building reading stamina. This unit continues with those routines and building stamina as students begin working on emergent storybook reading in a focused and concentrated way.

In this unit children read emergent storybooks. Emergent storybook reading comes from Elizabeth Sulzby's work on emergent literacy. The premise behind emergent storybook reading is that as students are exposed to the multiple readings of the emergent storybooks they begin to read these books on their own. Through these readings and familiarity of the emergent storybooks students' begin to develop deeper understandings of the text, a strong sense of language and an increased desire to read independently.

The first part of this units focuses on ways readers can read books using all they know to help themselves read. Early strategies like predicting and rereading are introduced. The way students read emergent story books develops over time; some children's construction of the story will probably first involve looking at and commenting on each picture. Over time, all children learn to approximate and read the way the story sounds as if the child were reproducing the words and cadence of the text.

The second part of this unit focuses on how readers study, think and grow ideas about books. They use their partners to talk about their thinking and share their understandings.

The unit ends with readers trying different ways to read and share their books through retellings and acting out their favorite parts. This unit supports many of the Common Core State Standards, one of which states that students need to engage in many different ways of reading independently and in partnerships with purpose and understanding.

This unit should include the opportunity to introduce book bags and book shopping days. Students should have the chance to keep books until the next time they shop for new books. It is highly recommended that students shop for books (up to ten emergent story books) outside of reading workshop. This helps with management and time. Students may shop for 'Look Books' or the teacher can continue to use the tubs from unit 1 (adding new titles as needed). Since students will continue to have time allotted to read "Look Books" like the ones available in unit 1, the teacher should decide how to help students differentiate between emergent story books and Look Books.

Content Expectations/Standards

MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

MI: Kindergarten

Reading: Literature

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.K.2. With prompting and support, retell familiar stories, including key details.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

Print Concepts RF.K.1. Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

Fluency RF.K.4.

Read emergent-reader texts with purpose and understanding.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.K.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.1b. Continue a conversation through multiple exchanges.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking

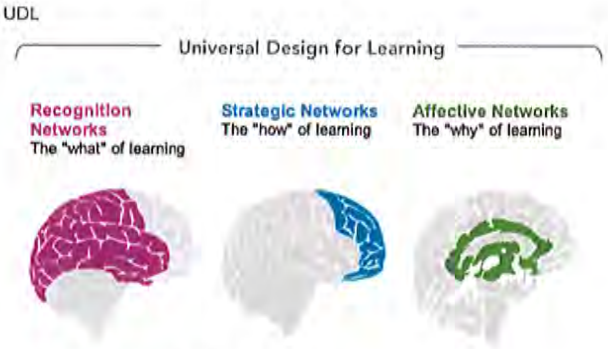
Unit Level Standards

While the information contained here is not related to Unit Level Standards, important information related to UDL is included for your reference.

What is Universal Design for Learning (UDL)?

UDL is a research-based framework that focuses on proactive design and delivery of curriculum, instruction and assessment. UDL provides opportunities for every student to learn and show what they know, with high expectations for all learners.

Each student learns in a unique manner so a one-size-fits-all approach is not effective. UDL principles create options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning. (NY DOE)



Universal Design for Learning

and answering questions about key details and requesting clarification if something is not understood.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Essential/Focus Questions

1. How do readers figure out how to read a story?
2. How do readers grow ideas about books?
3. How do readers read emergent story books in different ways?

Key Concepts

construct meaning
fluency (expression, intonation)
gestures
grow ideas
monitor reading
pictures/illustrations
prediction
read
story language

Assessment Tasks

Intellectual Processes

Applying
Communicating
Monitoring meaning throughout the text
Predicting
Problem solving
Rereading
Retelling
Talking about the books you read
Using expression and intonation when reading emergent story books
Using pictures to construct meaning and story language to construct meaning

Lesson Sequence

Concept I: Readers figure out how to read a story.

Resources

Professional Resources

Session 1 Readers can read the books they already know and love in their own way.
Session 2 Readers use the pictures to name things they see and predict what will happen next.
Session 3 Readers can reread to figure out where they are in the text.
Session 4 Readers use their voices to sound like the characters.
Session 5 Readers connect one page to the next to tell the whole story.

Concept II: Readers grow ideas about books.
Session 6 Readers talk to their partners about their strong feelings.
Session 7 Readers talk to their partner about connections within books.
Session 8 Readers talk to their partners about how the characters are alike/different.
Session 9 Readers can say more about their books.
Session 10 Readers can provide evidence from the book about their thinking.

Concept III: Readers read emergent story books in different ways.
Session 11 Readers act out parts of the story.
Session 12 Readers read books like storytellers (voice,, facial expression, gestures).
Session 13 Readers celebrate their emergent storybooks by dramatizing their favorite books.

Lesson Plans

Calkins, L. (2001). The Art of Teaching Reading. Boston: Allyn and Bacon.
Calkins, L. (2011-2012). A Curricular Plan for Reading Workshop, Kindergarten. Portsmouth, NH: Heinemann.
Collins, K. (2004). Growing Readers: Units of Study in the Primary Classroom. Portland, MA: Stenhouse
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Resource Materials Packet Oakland Schools Literacy Website

Math K

Course Description

Introduction to the MAISA Michigan K-12 Standards for Mathematics Curriculum Materials

The curriculum materials are designed to:

- be professional learning tools to improve educators' understanding of the Michigan K-12 Standards for Mathematics;
- organize the Michigan K-12 Standards for Mathematics into mathematically *coherent and sequenced* units of study that make visible connections among mathematical ideas. They are not designed to prescribe a single pathway through a particular unit; and
- provide a context for conversations among colleagues (e.g., Professional Learning Communities) within and across grades. Lesson and assessment topics within the units of study are selected to highlight content that might be new, different, or challenging for teachers and students. This highlighted content may be used to spark important planning and problem solving discussions related to the Michigan K-12 Standards for Mathematics implementation.

****Please read the following attachment addressing FAQs before using the MAISA Michigan K-12 Standards for Mathematicsl Mathematics Units ****

Kindergarten Overview

In kindergarten, students learn to use mathematics as a means to describe and make sense of the world around them. The development of language is interwoven with the development of mathematical understanding. Throughout the year, teachers facilitate learning through a combination of play, open exploration, and scaffolded learning experiences. Students learn to make sense of numbers and shapes by describing, building (composing) and breaking apart (decomposing), and drawing. This includes writing numbers (up to 20), counting numbers (up to 100), and using 5 and 10 as anchors to support mental computation. They learn that there are several ways to represent a given value (e.g., using numerals, words, concrete objects, and pictures) and that these different ways to represent numbers can act as tools to help them solve problems. As part of mathematics instruction students also learn to compare and contrast a variety of things around them. In particular, they learn that certain shapes might look different to them but be named the same based on the number of sides and angles the shape has (e.g., a right triangle and an equilateral triangle are both triangles). Paying attention to such similarities and differences supports students in learning to be attentive to patterns and structures, a skill that is critical to future learning of mathematics. As in all mathematics courses, the Standards for Mathematical Practice are the "processes and proficiencies" by which all other mathematics standards are taught.

Rationale

Mathematics at this age, if appropriately connected to a child's world, is more than "getting ready" for school or accelerating them into elementary arithmetic. Appropriate mathematical experiences challenge young children to explore ideas related to patterns, shapes, numbers, and space with increasing sophistication. (National Council of Teachers of Mathematics, 2000, p. 73)

Scope and Sequence

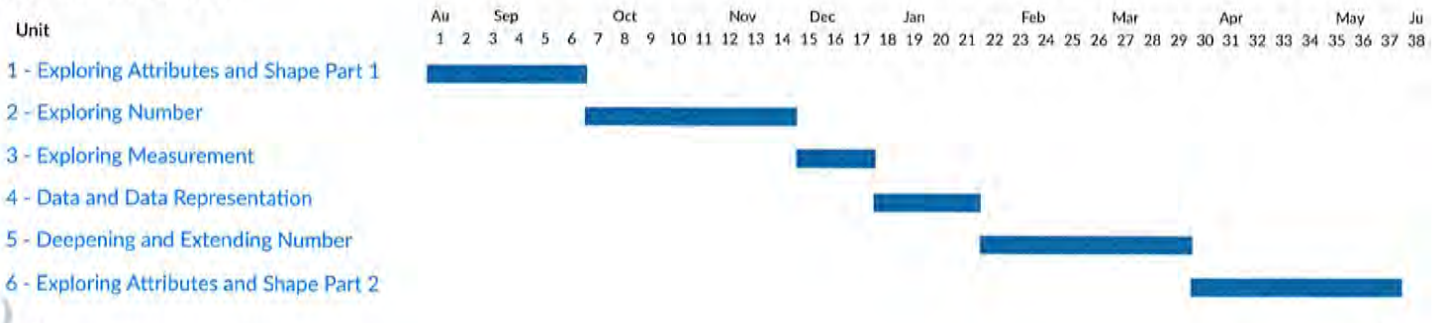
Careful thought has been given to the order in which the units are presented. Certain scaffolds have been created based on this order and schools should take care in moving units from their intended placement in the curriculum. While the units are intended to immerse students in a related set of mathematical ideas, previously learned mathematical concepts and skills are revisited regularly where appropriate to broaden students' mathematical perspective and increase opportunities to build mathematical proficiencies. As always, when selecting an appropriate sequence for a particular mathematics course it is helpful to also consider the order of the content within your district's primary instructional resource.

Alignment

This course is aligned to the Michigan K-12 Standards for Mathematics.

Using the MAISA CCSS Units of Study for Mathematics - FAQ

Unit Calendar by Year



6 Units found

Oakland Schools

Atlas

Math K

Course Description

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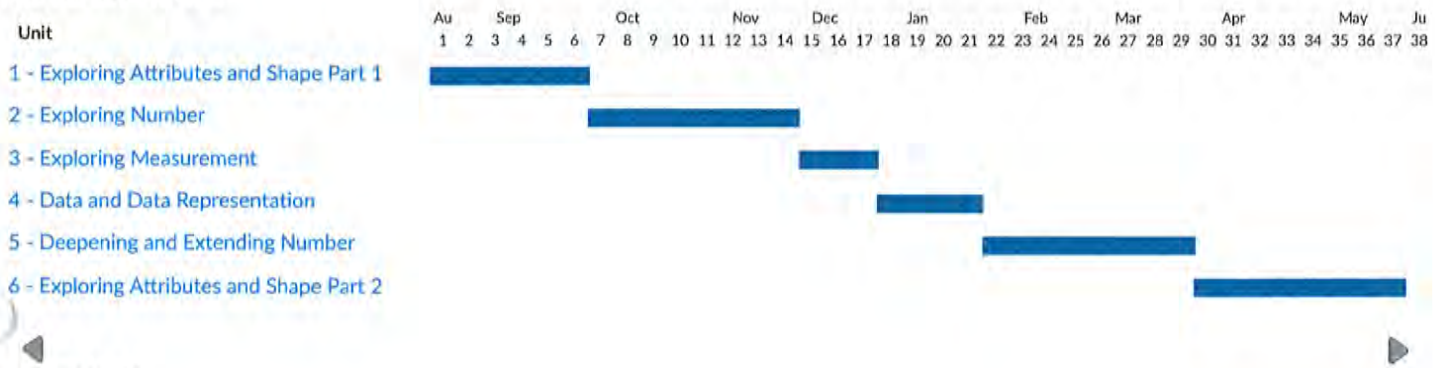
Using the MAISA CCSS Units of Study for Mathematics - FAQ

Unit Calendar by Year



6 Units found

High School (Including Tenth Grade) Curriculum

CRESCENT ACADEMY

HIGH SCHOOL

COURSE CATALOG

2024-2025

Crescent Academy Staff

Michigan Merit Curriculum High School Graduation Requirements (18 Credits)

ENGLISH LANGUAGE ARTS (ELA) – 4 Credits
• Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS – 4 Credits
• Proficiency in State Content Standards for Mathematics (3 credits); and
• Proficiency in district approved 4th Mathematics credit options (1 credit) (Student MUST
have a Math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE
• Course, Learning, or Integrated Learning Experience.

PHYSICAL EDUCATION & HEALTH – 1 Credit
• Proficiency in State Content Standards for Physical Education and Health (1 credit); or
• Proficiency with State Content Standards for Health (1/2 credit) and district approved extracurricular activities involving physical activities (1/2 credit).

SCIENCE – 3 Credits
• Proficiency in State Content Standards for Science (3 credits); or
• Beginning with the Class of 2015: Proficiency in some State Content Standards for Science
(2 credits) and completion of a Department approved formal Career and Technical Education
(CTE) program (1 credit).

SOCIAL STUDIES – 3 Credits
• Proficiency in State Content Standards for Social Studies (3 credits).

VISUAL, PERFORMING, AND APPLIED ARTS – 1 Credit
• Proficiency in State Content Standards for Visual, Performing, and Applied Arts (1 credit).

WORLD LANGUAGE – 2 Credits (Effective with students entering 3rd Grade in 2006)
• Formal coursework or an equivalent learning experience in Grades K-12 (2 credits); or
• Formal coursework or an equivalent learning experience in Grades K-12 (1 credit) and completion of a Department approved formal Career and Technical Education program or an additional visual, performing, and applied arts credit (1 credit)

The Crescent Academy High School Course Description Guide offers a comprehensive listing of our school's course offerings which have been designed as a varied and challenging academic curriculum.

Careful planning and selection of courses is important to the successful growth and achievement of academic goals throughout a student's high school career.
Every year, new courses are added to meet the interests of our student population.

The Crescent Academy staff is committed to a partnership with all students in a rigorous level of achievement in order to prepare students to be successful members of society.

Minimum Graduation Requirements

Subject Area	Yearly Credits
English Language Arts	4
Eng. 9	
Eng. 10	
Eng. 11	
Eng. 12	
Social Studies	4
U.S. History	
World History	
Civics/Economics	
Elective	
Math	4
Algebra 1	
Geometry	
Algebra 2	
Math elective	
Science	4
Biology	
Chemistry/ Physics	
Earth Science	
Elective	
Physical Education/Health	1
Personal Finance	1
Foreign Language	2
Spanish I	
Spanish II	
Visual, Performing and Applied Arts	1
OTech	**3**

The Crescent Academy Counseling Center focuses on three main areas: **academic achievement; social and emotional development; and career development.**

We offer a multitude of services for students, parents and staff.

Some of the available services are:

- High school academic and career goal setting
- Freshmen, sophomore, junior, and senior academic planning
- Schedule planning and academic credit check (audit review)
- College, technical school, vocational programs and employment plans after high school
- Career interest inventories, career cruising
- Scholarship and financial aid information
- Referrals and resources
- ACT/ MI Merit Exam/Explore/Plan information, preparation, administration and results
- Military information and resources, including the ASVAB
- Permanent and cumulative records on active students

Below is a guide to the number of credits that each student should earn to move with their class toward graduating in a four year period.

At the end of the **9th grade** students should have earned **6 credits**

At the end of **10th grade** students should have earned **12 credits**

At the end of **11th grade** students should have earned **18 credits**

At the end of **12th grade** students should have earned **24 credits**

24 credits needed to graduate from high school and

200 Community Service Hours

Course Descriptions

English Language Arts

English 9

Course Length: 2 semesters | Grade 9

Credit per semester: .5 | Prerequisite: none

Primary emphasis is placed on the development of logical thinking skills and expository writing and speaking. Students will apply proofreading and revising skills. Reading skills will stress vocabulary development, interpretation, analysis and evaluation.

English 10

Course Length: 2 semester | Grade 10

Credit per semester: .5 | Prerequisite: Eng. 1, 2

The required course for sophomores includes the study of five basic skills, reading, writing, speaking, listening, and viewing. Emphasis is on reading with understanding, writing with clarity of ideas and correctness of mechanics. Reading materials may include novels, plays, etc.

English 11

Course Length: 2 semesters | Grade 11

Credit per semester: .5 | Prerequisite: Eng 3, 4

General and college preparatory students will build upon skills learned during the sophomore year by the study of genre, form, and structure, literary devices and recognition of the characteristics of a literary work. A major focus of the course will be an intense study of composition and grammar. Discussion and speech activities are incorporated into the program as well as instruction in conducting formal research.

English 12

Course Length: 2 semesters | Grade 12

Credit per semester: .5 | Prerequisite: Eng. 5, 6

Advanced Skills and Composition
Speech
Creative Writing
Literature and Communications

Public Speaking

Course Length: 2 semesters | Grade 12

Credit per semester: .5 | Prerequisite: none

This course covers theory and practice of public speaking. Students will become better speakers through the practice of public speaking by using clear, concise, accurate and interesting words. Students will create and deliver public speeches.

Foreign Language

Spanish I

Course Length: 2 semesters | Grade 9

Credit per semester: .5 | Prerequisite: none

This course develops the language skills of listening, speaking, reading and writing. Through a variety of enrichment activities and a basic text, the student learns to communicate in the language and to appreciate the culture of the Spanish speaking world.

Spanish II

Course length: 2 semesters Grade 10

Credit per semester: .5 Prerequisite: Span 1, 2

This course broadens the knowledge and reinforces the language skills introduced in Spanish 1 & 2. The student takes part in lessons designed to make the study of Spanish interesting and practical, and develop a deeper appreciation of the Spanish language through a year-long series of cultural experiences.

Mathematics

Algebra 1

Course Length: 2 semesters Grade 9

Credit per semester: .5 Prerequisite: none

This course develops students' ability to explore and solve real world math problems, think critically, and work cooperatively and communicate ideas clearly. The course is organized around the concept of "function" and techniques of mathematical analysis to identify patterns.

Geometry

Course Length: 2 semesters Grade 10

Credit per semester: .5 Prerequisite: Alg. 1

The course focuses particularly on linear functions; exponential and quadratic functions are introduced. Graphing calculators are highly recommended for this course. Study the properties of the Euclidean plane and selected topics in three dimension space. Students will use inductive and deductive reasoning and transformational and coordinate geometry in a formal way to study polygons and polyhedral. Study the property of shapes and forms.

Algebra II

Course Length: 2 semesters Grade 11

Credit per semester: .5 Prerequisite: Alg I

Review and reinforce algebraic concepts and extend concepts by an in depth study of functions.

College Algebra

Course Length: 2 semesters Grade 12

Credit per semester : .5 Prerequisite: Alg II

This course is the study of fundamental topics in advanced algebra with emphasis on applications, understanding of function concept and manipulative skills.

General Math Grade 10

Credit per semester: .5 Prerequisite: None

A course designed to allow students to improve proficiency in applying problem solving strategies to real life problems. This course provides a solid foundation of math tools.

Personal Finance

Course Length: 2 semesters Grade 9

Credit per Semester: .5 Prerequisite: None

A course designed to educate high school students about sound money management skills and the financial planning process.

Physical Education/Health

Course length: 2 semesters Grade 9

Credit per semester: .5 Prerequisite: none

This course provides development of motor skills and guides students in following rules and regulations of games and sports. Participation is based on knowledge and practice necessary for active healthy lifestyles.

Health
This course will influence attitudes toward health which will promote respect for the human mind and body and the factors that foster optimum healthful living.

Science

Biology

Course Length: 2 semesters | Grade 9

Credits per semester: .5 | Prerequisite: none

Comprehensive course designed to provide students with the key biological concepts to meet state and district standards. Topics include, cell structure and function, general plant and animal biology and ecological interactions among organisms. Biology skills and processes include problem solving, critical thinking and hands-on laboratory experiences.

Chemistry

Course Length: 2 semesters | Grade 10

Credit per semester: .5 | Prerequisite: Biology

This is a quantitative and analytical study of matter. Elements, compounds, and their interactions are explored through laboratory investigations. Possible topics include chemical bonds, energy, states of matter, the Periodic Table, acids, bases, electro and organic chemistry.

Physics

Course Length: 2 semesters | Grade 11

Credit per semester: .5 | Prerequisite: Chemistry

Physics is the study of motion, forces, energy, light, sound, electric and magnetism. Students will be expected to demonstrate a command of scientific process skills.

Earth Science

Course Length: 2 semesters | Grade 12

Credit per semester: .5 | Prerequisite: Physics

Earth Science is a laboratory science course that explores the origins and connections between the physical, chemical, and biological processes of the earth system.

Physical Science Grade 10

Credit per semester: .5 Prerequisite: Biology

Physical Science is a laboratory science course that explores the relationship between matter and energy. Students investigate physical science concepts through an inquiry based approach.

Social Studies

U.S. History/Geography

Course Length: 2 semesters Grade 9

Credit per semester: .5 Prerequisite: none

This course explores the history of this nation from the time of Reconstruction. Students will learn how to think like historians by exploring the historic, geographic, economic, and civic trends that occurred.

World History/Geography

Course Length: 2 semesters Grade 10

Credit per semester: .5 Prerequisite: U.S. History

This course emphasizes major developments in world history beginning with developments in the Renaissance period and continuing to the 21st century. Standards in history and geography are emphasized as well as understanding of how past events relate to current events.

Civics

Course Length: 1semester Grade 11

Credit per semester: .5 Prerequisite: World History

This course is a social science class dealing with the rights and duties of citizens.

Economics

Course Length: 1 semester | Grade 11

Credit per semester: .5 | Prerequisite: World History

This class is designed to provide students with insight into the American free enterprise system and practical application of key concepts. The course includes investment strategies, trade, exchange, and interdependence, banking services, insurance, and consumer credit

Michigan History

Course Length: 2 semesters | Grade 12

Credit per semester: .5 | Prerequisite: None

This course presents the history of Michigan within its geographic and economic context. This course will discuss the settlement of this area, its cultural history, the establishment of state standards and contemporary issues. This course will tell the story of Michigan's past, open awareness to local, state, and national dynamics.

Online Learning Experience Grades 9, 10, 11, 12

Career Cruising for the development of the **Education Development Plan** (EDP)

Career Exploration and Development

Edgenuity E2020

Online learning program that provides courses that enable students to work at their own pace for credit recovery or first time (original) credit. Edgenuity is also used for enrichment, taking a course that may not be offered at their location, or who would benefit from an independent learning approach.

Visual, Performing and Applied Arts

Course Length: 2 semesters Grade 10

Credit per semester: .5 Prerequisite: none

This course provides students with experience in the entire artistic/creative process. It may be through art, drama or music or a combination of the three areas.

Exhibit 3

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

Crescent Academy

Enrollment Limits

The Academy will offer Kindergarten (including Pre-Kindergarten and Transitional Kindergarten) through tenth grade. The maximum enrollment shall be 850 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.

- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.

- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.

- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.

- No student may be denied participation in the application process due to lack of student records.

- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.

- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.

- At a minimum, the legal notice must include:

  A. The process and/or location(s) for requesting and submitting applications.

  B. The beginning date and the ending date of the application period.

  C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- After collecting the parent or guardian responses, the Academy must determine the following:

  A. The number of students who have re-enrolled per grade or grouping level.

  B. The number of siblings seeking admission for the upcoming academic year per grade.

  C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.

  D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral "third party" such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Exhibit 4

SECTION H

AGE OR GRADE RANGE OF PUPILS

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in Kindergarten (including Pre-Kindergarten and Transitional Kindergarten) through Tenth grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of five (5) as set forth in MCL 380.1147. A child may enroll in kindergarten if the child is at least 5 years of age on September 1 of a school year. If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.