



**BAY MILLS**  
COMMUNITY COLLEGE  
CHARTER SCHOOLS OFFICE

January 7, 2022

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. 2 for Battle Creek Area Learning Center. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

A handwritten signature in blue ink that reads "Mariah Wanic".

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Mariah Wanic, Director of Charter Schools

Cc: Rhonda Ostrander-Cook, Battle Creek Area Learning Center

**CONTRACT AMENDMENT NO. 2**

**BETWEEN**

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS**  
**(AUTHORIZING BODY)**

**AND**

**BATTLE CREEK AREA LEARNING CENTER**  
**(PUBLIC SCHOOL ACADEMY)**

**CONTRACT AMENDMENT NO. 2**

**BATTLE CREEK AREA LEARNING CENTER**

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") **BATTLE CREEK AREA LEARNING CENTER (d/b/a CALHOUN COMMUNITY HIGH SCHOOL)** ("Academy") on July 1, 2017 ("Contract"), the parties agree to amend the Contract as follows:

1. Amend Contract Schedule 7D: Curriculum, by updating Schedule 7D to include the curriculum attached as Exhibit 1.

This amendment is hereby approved by the College Board and the Academy through their authorized designees, and shall have an effective date of November 4, 2021.



Dated: 1/7/22

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



Dated: 12/17/2021

By: Rhonda Ostrander-Cook  
Battle Creek Area Learning Center  
Designee of the Academy Board

# **Exhibit 1**

## Proposed Curriculum (11/4/2021)

### 03203 Applied Biology/Chemistry

Applied Biology/Chemistry courses integrate biology and chemistry into a unified domain of study and present the resulting body of knowledge in the context of work, home, society, and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.

01066 Strategic Literacy Strategic Literacy courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Literacy courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text. Students will be reading every day for 20 minutes in the beginning of a novel that they choose and completing a reading log. Upon finishing their novel they will create a project indicating they understood what they read. This can be done through an essay, drawing, speech, etc. Students will also be reading short worksheets that demonstrate comprehension, fluency, and informational text.

01009 Language Arts Laboratory Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities. Students will be learning how to write proper sentences, paragraphs, and parts of speech. Students will learn grammar, punctuation, capitalization, verb tense, adverbs, etc. Using a variety of different modes and methods students will learn how to properly write letters, essays, and projects.

### Comp - Course 01999D Comp B

Comprehensive Literature is a course where students will view various movies and analyze them for content, culture, time periods, worldview, social structures, etc. Each movie will have short or more in depth readings that correlate with the content in the story. Students will answer questions, and attach meaning to how the film fits their worldview, other cultures and texts, and the world at large via written journals and whole or small group discussions. At the end of each movie/unit the students will create an art project that will correlate with that movie and its content. This course is meant to enrich the students via cultures and eras they are unfamiliar with, and to express themselves creatively via the culminating art projects.

# Applied Biology/Chemistry

## SCED Description:

### 03203 Applied Biology/Chemistry

Applied Biology/Chemistry courses integrate biology and chemistry into a unified domain of study and present the resulting body of knowledge in the context of work, home, society, and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life.

## Teacher Description:

Broken up between sections A and B, students will learn the science behind their favorite crime shows such as Criminal Minds, NCIS, and Forensic Files. Students will learn what Forensics is, how one gets into the field of Forensics, and the techniques, terminology, and expertise required to successfully analyze crime scenes and ultimately solve crimes. Throughout the course of each section, students will also study Psychology, Law, Anatomy/Physiology, and Nutrition in terms of how our social environment and what we consume everyday affects our minds and more specifically the minds of criminals.

## Topics Included:

- What is Forensics, Psychology, Law, Anatomy/Physiology, and Nutrition
- How does someone become a Forensic Scientist
- How to use a microscope, and how they are used in a crime lab
- Fingerprinting
- Blood Analysis
- Other fundamental techniques used in crime labs
- Equipment used in crime labs
- The history of forensics
- Famous cases, solved and unsolved
- In terms of the law, what is required for Forensic scientists to do their job
- The mind of a criminal ‘
  - Ex: Premeditated vs. non-premeditated
- How our social environment affects the mind
- How what we consume affects the mind

- The basics of the human body: Bones, organs, ect.

## Calhoun Community High School

### STRATEGIC READING

**Course Description:** Strategic Reading courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. Although these courses typically emphasize works of fiction, they may also include works of nonfiction (including textbooks). Strategic Reading courses often have a time-management focus, offering strategies for note-taking or for understanding and evaluating the important points of a text. Students will be reading every day for 20 minutes at the beginning a novel that they choose and completing a reading log. Upon finishing their novel they will create a project indicating they understood what they read. This can be done through an essay, drawing, speech, etc. Students will also be reading short worksheets that demonstrate comprehension, fluency, and informational text.

**Course Goal:** To have students raise their reading comprehension levels using a variety of books, texts, worksheets, and projects throughout the quarter. To get students excited about reading and to have them think critically about they just read.

**Student Learning Outcomes:** To have students analyze, question, and infer printed material in all forms (fiction, non-fiction, information text).

**Upon successful completion of this course, each student will be able to:** Read a text and relay back what they just read and answer questions about it. Students will be able to explain the cause and effect.

#### Required Texts/Readings

**Textbook:** A book for their reading every day. Each student must read 20 minutes that is recorded in their reading log.

**Texts, videos, pictures for prompts.** Students will be writing using prompts from texts, pictures, videos, etc.

**Other equipment/ material requirements (optional):** Folder, composition notebook, Google Classroom.



## Assignments and Grading Policy

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

F <60)

### TEACHER POLICIES:

Students are expected to complete their own work. Plagiarism is not allowed.

Students may listen to their music while writing and reading as long as it does not interfere with other students.

We respect every member of the class at all times.

There are no bathroom passes the last 15 or first 15 minutes of class.

All assignments are due at the assigned date unless a student has met with Ms. Smith.

All assignments are assigned and uploaded to Google Classroom.

**Classroom Protocol:** Students are asked to come in and pick up their folders and their books and start reading. We read for the first 20 minutes of every class.

After reading they document their pages.

We then complete our writing prompt for the day.

Once these 2 items are completed we move into the lesson (lecture).

Students are expected to complete their writing assignments in a timely manner and to make sure that their work is in their own words.

## Calhoun Community High School

### English Lab

#### **Course Description:**

Language Arts Laboratory courses provide instruction in basic language skills, integrating reading, writing, speaking, and listening, while placing great emphasis on the progress of individual students. Course content depends upon students' abilities and may include vocabulary building, improving spelling and grammar, developing writing and composition skills, reading silently or aloud, and improving listening and comprehension abilities. Students will be learning how to write proper sentences, paragraphs, and parts of speech. Students will learn grammar, punctuation, capitalization, verb tense, adverbs, etc. Using a variety of different modes and methods students will learn how to properly write letters, essays, and projects.

**Course Goal:** To have students take tests using notes and a variety of strategies that will enable them to be better test takers. To give students skills in reading and grammar that enhance their test taking skills.

**Student Learning Outcomes:** To have students learn the parts of speech, how to take notes, how to punctuate sentence, how to capitalize sentences, and how to properly formulate a sentence.

**Upon successful completion of this course, each student will be able to:** Write a sentence without any grammar error, with proper Capitalization, and take notes for a test. They will also be able to identify the parts of speech,

#### **Required Texts/Readings**

**Textbook:** A book for their reading every day. Each student must read 20 minutes that is recorded in their reading log.

**Other equipment / material requirements (optional): Folder, composition notebook, Google Classroom.**

### **Assignments and Grading Policy**

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

F <60

### **TEACHER POLICIES:**

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We respect every member of the class at all times.

There are no bathroom passes the last 15 or first 15 minutes of class.

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All assignments are assigned and uploaded to Google Classroom.

**Classroom Protocol:** Students are asked to come in and pick up their folders and their books and start reading. We read for the first 20 minutes of every class.

After reading they document their pages.

We then complete our writing prompt for the day.

Once these 2 items are completed we move into the lesson (lecture).

**Comp. Lit-A: Course 01999C**  
**Comp. Lit-B: Course 01999D**

**Comprehensive Literature** is a course where students will view various movies and analyze them for content, culture, time periods, worldview, social structures, etc. Each movie will have short or more in depth readings that correlate with the content in the story. Students will answer questions, and attach meaning to how the film fits their worldview, other cultures and texts, and the world at large via written journals and whole or small group discussions. At the end of each movie/unit the students will create an art project that will correlate with that movie and its content. This course is meant to enrich the students via cultures and eras they are unfamiliar with, and to express themselves creatively via the culminating art projects.

**Syllabus and Classroom Expectations**

Comp. Lit. is a two quarter class, with both quarters equaling one whole English Elective Credit. This is one of several English electives to choose from here at CCHS as students must earn 4 core English credits in order to graduate from CCHS. Comp. Lit-A or Comp. Lit-B can each substitute as 1 quarter of a core English credit if needed. In order to earn credit, a student must be passing with a 60% or better at the end of each quarter for this course; i.e.: Comp. Lit-A and Comp. Lit -B = 2 quarters of core English.

This course is designed to help students acquire the tools needed to critically respond and take stances on individual beliefs and world views, and teach the students to make an impact on problems in our society. Students will learn to thoroughly express their stance or response to life issues by writing and speaking in a clear and concise way. They will acquire skills to understand deeper or implied meaning while reading, listening, and viewing texts to determine and understand how literature can be a reflection of culture. Attention will be given to both the students and the author's effective usage of the English language for publication or to express one's own personal thoughts.

Students will participate in daily Silent Sustained Reading from a novel of their choice that best fits and challenges their current reading level based on their most current NWEA Map Reading score. The students will record the number of pages read per day via a Reading Record and they will write a Reading Log at the end of the week summarizing what they read during the week in a journal format. Students will learn various vocabulary based on course work covered in each quarter. Writing will take place via journals and short answer essays as the most effective means for students expressing their answers or thoughts on the materials covered in class. Students will also be given opportunities to express themselves creatively through the materials they learned via artwork, using paper and art supplies, with various programs on their Chromebooks as ways to incorporate Blended Learning. Participation using "Kahoots" may be formative or summative in nature, varying according to the materials covered in class, and may be assigned individually during distance learning, or as a game for the whole group in the classroom.

There are a total of 10 units (5 Units for each quarter) that will cover the following:

**Common Core Standards:**

## Reading Standards for Literature and Informational Text

- Key Ideas and Details
- Close Reading
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

## Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

## Language Standards

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

**Pacing Guide and Standards Addressed:**

<b>Comp. Lit-A</b>		
Unit <i>Movies are subject to change.</i>	Pacing Guide (approx.)	Standards Covered
<b>Unit 1:</b> “Snow Flower and the Secret Fan”	1.5 weeks	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.7, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, W.11-12.1A, W.11-12.1B, W.11-12.2D, W.11-12.2F, W.11-12.3A, W.11-12.3B, W.11-12.4, W.11-12.6, SL.11-12.1A, SL.11-12.1B, SL.11-12.1D, SL.11-12.3, L.11-12.2
<b>Unit 2:</b> “The Man in the Iron Mask”	1.5 weeks	
<b>Unit 3:</b> “The Help”	1.5 weeks	
<b>Unit 4:</b> “Arsenic and Old Lace”	1.5 weeks	
<b>Unit 5:</b> “Our Town”	1.5 weeks	

**Common Core Standards:**

## Reading Standards for Literature and Informational Text

- Key Ideas and Details
- Close Reading
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

## Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

## Language Standards

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

**Pacing Guide and Standards Addressed:**

<b>Comp. Lit-A</b>		
Unit <i>Movies are subject to change.</i>	Pacing Guide (approx.)	Standards Covered
<b>Unit 1:</b> “Snow Flower and the Secret Fan”	1.5 weeks	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.7, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, W.11-12.1A, W.11-12.1B, W.11-12.2D, W.11-12.2F, W.11-12.3A, W.11-12.3B, W.11-12.4, W.11-12.6, SL.11-12.1A, SL.11-12.1B, SL.11-12.1D, SL.11-12.3, L.11-12.2
<b>Unit 2:</b> “The Man in the Iron Mask”	1.5 weeks	
<b>Unit 3:</b> “The Help”	1.5 weeks	
<b>Unit 4:</b> “Arsenic and Old Lace”	1.5 weeks	
<b>Unit 5:</b> “Our Town”	1.5 weeks	

<b>Comp. Lit-B</b>		
Unit <i>Movies are subject to change.</i>	Pacing Guide (approx.)	Standards Covered
<b>Unit 1:</b> "The Shawshank Redemption"	1.5 weeks	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.7, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, W.11-12.1A, W.11-12.1B, W.11-12.2D, W.11-12.2F, W.11-12.3A, W.11-12.3B, W.11-12.4, W.11-12.6, SL.11-12.1A, SL.11-12.1B, SL.11-12.1D, SL.11-12.3, L.11-12.2
<b>Unit 2:</b> "Driving Miss Daisy"	1.5 weeks	
<b>Unit 3:</b> "The Great Gatsby"	1.5 weeks	
<b>Unit 4:</b> "Somewhere in Time"	1.5 weeks	
<b>Unit 5:</b> "Jumanji"	1.5 weeks	

**Your Grade:**

Your grade will be based on daily reading, assignments, projects, journals, essays, participation, tests, and attendance.

Scale: The following grading scale will be used to determine each student's grade:

<b>Grading Scale</b>							
Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent
A	93-100	B	83-86	C	73-76	D	63-66
A -	90-92	B -	80-82	C -	70-72	D -	60-62
B +	87-89	C +	77-79	D +	67-69	E	<59

**Attendance:**

Students are expected to attend classes every day. Consistent attendance is a learned discipline that strengthens a student's ability to succeed in school, work and life. In the school setting we also view a student's attendance as an indicator of that student's commitment to school.

Absences will be received for the following:

- Not present for class
- More than 40 minutes late for their first arrival at school without an excused note
- Leaving early (not attending the entire class)
- Sleeping
- \*Students can always make up the work for their absences and receive full credit.

## **Plagiarism**

You are here to increase your knowledge and understanding. You will demonstrate that by your reading, writing, and expressing yourself via the material covered in class, and evidence that in the work you turn in to me. Copying another student's work is not permitted. In the event you choose to copy the work of another student, that student and you will both receive a zero for the assignment. If you decide to copy and paste the words and ideas from other people and sources online, I will discover your plagiarism and send you the link from where you pilfered someone else's work and creative ideas. You will receive a zero for that assignment. Just be honest and do your own work.



## **Plagiarism**

You are here to increase your knowledge and understanding. You will demonstrate that by your reading, writing, and expressing yourself via the material covered in class, and evidence that in the work you turn in to me. Copying another student's work is not permitted. In the event you choose to copy the work of another student, that student and you will both receive a zero for the assignment. If you decide to copy and paste the words and ideas from other people and sources online, I will discover your plagiarism and send you the link from where you pilfered someone else's work and creative ideas. You will receive a zero for that assignment. Just be honest and do your own work.