



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

August 15, 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. 1 for Multicultural Academy. If you have any questions, please contact me at (906) 248-8446.

Sincerely,

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

Mariah Wanic, Director of Charter Schools

Cc: Dr. Khalil Samaha, Multicultural Academy Board President

CONTRACT AMENDMENT NO. 1

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

MULTICULTURAL ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 1

MULTICULTURAL 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 **MULTICULTURAL ACADEMY** (“Academy”) on **July 1, 2020** (“Contract”), the parties agree to amend the Contract as follows:

A. Amend Schedule 5 to Add Educational Service Provider Agreement.

1. Amend Contract Schedule 5: Description of Staff Responsibilities, by adding at the end of that schedule the Educational Service Provider Agreement attached as Exhibit 1.

The changes identified in this Section shall have an effective date of March 1, 2022.

B. Amend Schedules to Add the 9th grade for the 2022-2023 Academic School Year.

1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-2 and replacing it with the material attached as Exhibit 2.
2. Amend Contract Schedule 7b: Educational Programs, by deleting that schedule and replacing it with the materials attached as Exhibit 3.
3. Amend Contract Schedule 7c: Educational Goals, by deleting that schedule and replacing it with the materials attached as Exhibit 4.
4. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the 10th grade curriculum attached as Exhibit 5.
5. Amend Contract Schedule 7e: Method of Pupil Assessment, by deleting that schedule and replacing it with the materials attached as Exhibit 6.
6. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 7.
7. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 8.

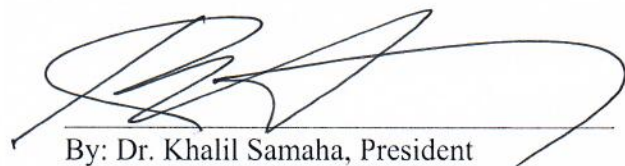
The changes identified in this Section shall have an effective date of August 1, 2022.

The amendments are hereby approved by the College Board and the Academy through their authorized designees and shall have the applicable effective date as set forth above.

Mariah Wanic

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

Dated: 8/15/2022

A handwritten signature in black ink, appearing to read 'Dr. Khalil Samaha', written over a horizontal line.

By: Dr. Khalil Samaha, President
Multicultural Academy
Designee of the Academy Board

Dated: 8/10/22

Exhibit 1

BUSINESS, PERSONNEL AND ADMINISTRATIVE SERVICES AGREEMENT

This Agreement is made effective as of March 1, 2022, by and between UNIVERSAL MANAGEMENT COMPANY, LLC, a Michigan limited liability company ("Universal Management") with offices located at 2570 Seminole, Ann Arbor, Michigan 48108 and MULTICULTURAL ACADEMY, a Michigan non-profit corporation (the "Academy").

BACKGROUND

The Academy operates a public school academy in the State of Michigan under a contract issued by Bay Mills Community College Board of Regents (the "Authorizer") (the "Contract") pursuant to Part 6A of the Revised School Code (the "Code"). Universal Management provides administrative services, staffing, and personnel management and business services. The Academy desires to contract with Universal Management to provide administrative services, staffing, and personnel management services and business services.

TERMS AND CONDITIONS

Universal Management will provide services to the Academy on terms and conditions contained herein, and the parties agree as follows:

I. **Services.** Universal Management will provide the following services (the "Services") to the Academy during the Term of this Agreement as hereafter defined. The Services will be provided by independent contractors or employees of Universal Management, at the discretion of Universal Management.

A. ADMINISTRATIVE SERVICES

1. Planning and Board Support

- a. **Regulatory Compliance.** Universal Management will assist the Academy in maintaining compliance with statutory requirements governing Board activities and documentation. Universal Management will also facilitate compliance with the Michigan Freedom of Information and Open Meeting statutes and with relevant Michigan Department of Education requirements.
- b. **Authorizer and Reporting Compliance.** Universal Management will advise the Academy in regard to compliance with all requirements promulgated by the Authorizer and maintain communication between the Academy's Board of Directors ("Board") and the Authorizer. Universal Management will also monitor compliance with the Academy's educational reporting

requirements.

- c. Board Meetings and Documentation. Universal Management will assist in the preparation of appropriate materials for consideration by the Academy's Board and will produce Board meeting agenda with the items set forth by the Board only. Universal Management will also produce meeting minutes, distribute minutes to appropriate parties, and maintain complete records of such. Universal Management will provide an independent qualified Board recording secretary who is accepted by the Board to perform these duties. Universal Management will compensate the Board recording secretary at its own cost.
 - d. Board Consulting. Universal Management will provide a consultant who will periodically appear at the Academy's Board meetings, upon the Board's request, and advise the Board with respect to strategic planning, business planning, and market planning, among other issues.
 - e. Operational Consultation. Universal Management will provide a consultant to advise the Academy on issues related to the operation of a Michigan public school academy including, but not limited to, student, staff, curriculum, fiscal, and other operational issues.
 - f. Reporting. Universal Management will prepare and present the monthly, quarterly, and annual financial reports, the monthly administrative and service reports, and any incidental report at every regular or special Board meeting.
2. Site Administration.
- a. Maintain Security of Educational Facilities. Universal Management will make any necessary arrangements to ensure the security and safety of the Academy's campus and will provide supervision over all employees and/or contractors charged with maintaining the security and safety of the Academy's educational facility, equipment, and supplies.
 - b. Transportation Oversight. Universal Management will supervise the Academy's transportation system including, among other things, bus acquisition and maintenance, driver recruitment, employment processing and oversight, route

planning and selection, bus disciplinary procedures, and bus security and safety.

- c. Facility Maintenance Oversight. Universal Management will review and adjust facility maintenance schedules and procedures as necessary, oversee and assure the accountability of any maintenance contractors, and review performance in order to ensure the accountability of any maintenance contractors, and review performance in order to ensure that maintenance services are consistent and up to the Academy's standards for quality, security, and safety. Universal Management will supervise the Academy's custodial personnel and manage the custodial department.
- d. Food Service. Universal Management will supervise the Academy's food service program and will ensure that menus meet any applicable local, state or federal regulations or guideline, monitor and ensure compliance with contracts, and timely filing of any deposit of all food service funds.
- e. Procurement Services. Universal Management will manage all purchasing for the Academy with regard to non-instructional supplies, equipment, and service contracts, and oversee and manage vendor relations. Universal Management will implement and maintain all purchase orders and ensure implementation of the Academy's financial policies and procedures. All acquisitions made by Universal Management for the Academy with funds Universal Management has received pursuant hereto including, but not limited to, instructional materials, equipment, supplies, furniture, computers, and technology, shall be owned by and remain the property of the Academy. The Board shall retain the obligation, as provided in Section 1274 of the Code, to adopt written policies governing the procurement of supplies, materials, and equipment. In the event that Universal Management purchases supplies, materials, or equipment from third parties as agent for or on behalf of the Academy, Universal Management shall comply with Section 1274 of the Code as if the Academy were making such purchases directly from a third party. Universal Management certifies that there shall be no markup or costs for supplies, materials, or equipment procured by Universal Management on the Academy's behalf, and that said supplies, materials, and/or equipment shall be inventoried in such a way that it can be clearly established which property is the Academy's.

- f. IT Management. Universal Management will provide, at least a part-time technician who will oversee the Academy's information technology and computing infrastructure and ensure that the Academy's IT and computer systems are maintained in working order. Universal Management will serve as the interface with IT and computer system vendors and service providers and will ensure that the Academy's IT and computer systems are as effective and efficient as possible, given the Academy's budgetary limitations.
- g. Athletic Programs Management. Universal Management will plan and oversee the Academy's athletic program in coordination with the Academy's leadership and staff and, as approved by the Board including, but not limited to, recruitment of coaches, performance of criminal background checks for athletic staff, maintenance of appropriate documentation, negotiation of game schedules, hiring of referees and officials as necessary, supervision of practice and game safety, and ensuring compliance with the Academy's budgetary and academic constraints.
- h. Extra-Curricular Programs. Universal Management will assist the Academy's leader and staff in planning and supervising appropriate after school extra-curricular programs and activities as necessary to meet the needs of the students enrolled in the Academy as recommended by the Academy's leader and approved by the Board.
- i. Parent and Family Services. Universal Management will provide a qualified site administrator who, among other duties, will serve upon the Academy leader's request as a parent liaison for families with children enrolled in the Academy and will provide assistance and support to families that may face language or cultural barriers when facing issues that may impair the success of their children who are enrolled in the Academy.
- j. Additional Duties. Universal Management will provide such additional services as are reasonably assigned to Universal Management by the Academy's Board from time to time.

3. School support

- a. Curriculum and Instruction. Universal Management will provide professional support to the Academy's leader in regard to curriculum, materials, staffing, assessment, and evaluation, providing analysis of student and staff data appropriate to achieve a program of high quality.
- b. School Improvement. Universal Management will provide professional and technical support in developing and implementing school improvement plans and initiatives consistent with Board approved budgets and in complying with all laws and regulatory guidelines. Universal Management will further assist the Board in developing and completing all school improvement related reports required by the Michigan Department of Education and United States Department of Education guidelines.
- c. Compliance Support. Universal Management will ensure compliance with all requirements of the Authorizer, the Michigan Department of Education, Washtenaw Intermediate School District, the Center for Educational Performance and Information, United States Department of Education and any other relevant state or federal agency.
- d. High School Development. Universal Management will provide appropriate professional support to the Academy's leader and staff to achieve a high quality high school program that makes optimum use of virtual resources while meeting the needs of the Academy's high school student body.
- e. Reauthorization. Universal Management will provide professional/consultant and technical assistance to the Academy leader and its Board in the reauthorization process.
- f. Recruitment of Students. Universal Management and the Academy shall be jointly responsible for the lawful recruitment and enrollment of students, subject to the provisions of the Contract. Students shall be enrolled in accordance with the procedures set forth in the Contract and in compliance with applicable law. Universal Management shall follow all applicable Academy policies and procedures regarding student recruitment, enrollment, and lottery

management and shall assist the Academy with the publication of appropriate public notices and scheduling open houses.

B. STAFFING AND PERSONAL MANAGEMENT

1. Provision Of Qualified Personnel. Universal Management will provide qualified and certified personnel that are employees of Universal Management including, but not limited to, school administrators, certified or permitted teachers, support and custodial staff, accounting, bookkeeping, and other business management personnel per the Academy's Board or the Academy's leader's request. Universal Management will insure that all Academy staff members provided by Universal Management receive timely criminal background and unprofessional behavior checks, and the Academy grants all necessary authority to Universal Management to have such inquiries accomplished. The Academy will determine staffing levels. The Academy's Board and or the Academy's leader reserves the right to the final approval of personnel employment at the Academy.
2. Payroll, Salary, Wage, and Benefits Administration Services. Universal Management will provide payroll and other related accounting services, salary, wage, and benefits administration services to the Academy. including management of COBRA benefits where applicable. Consistent with the Academy's budget, the Academy will determine the level of compensation and benefits for Universal Management employees provided to the Academy.
3. Personnel Management and Records Management. Universal Management will provide personnel management and records management services for the Academy, including compliance with Michigan Department of Education and Department of Labor requirements. Universal Management will maintain necessary certification and "highly qualified" status records.
4. Personnel Reporting. Universal Management will complete all required Michigan Department of Education personnel reporting for the Academy's staff provided by Universal Management during the term of this Agreement.
5. Personnel Evaluation. Universal Management is responsible for and will be involved in the periodical evaluation of the performance of the teaching and or administrative staff at the Academy. The Academy's leader shall periodically report to Universal Management on the performance of Universal Management employees assigned

to the Academy and make recommendations that will assist Universal management in the evaluation of its employees' performance at the Academy.

6. No Non-Compete Clauses. Universal Management understands and agrees that Universal Management's personnel who perform work at the Academy may not be required to sign a non-competition, no-hire, or similar provision prohibiting or restricting the Academy from hiring Universal Management staff that perform work at the Academy in the event this Agreement is terminated, expires, or is otherwise not renewed.

C. BUSINESS SERVICES

1. Accounting Services. Universal Management will manage or will contract, at its own cost, a firm accepted by the Academy who will manage all of the Academy's accounts receivable and accounts payable and will issue checks for the Academy payroll and business as necessary. However, only Academy representatives will have the authority to handle and disburse Academy funds, which will not be controlled, led, or submitted to the dominion or control of Universal Management or its contractors. Universal Management or its contractors will also reconcile all Academy bank statements and provide such reconciliations to the Academy's Board at its monthly regular meetings or upon a specific time request.
2. Budget Monitoring. Universal Management shall prepare and present annual budget in accordance with a timeline that permits the Academy to meet its obligations to complete its budget review and approval in accordance with the Contract and applicable law. The Board shall be responsible for reviewing, revising, and approving the annual budget of the Academy. Universal Management may not make expenditures or commitments which deviate from the amounts or purposes of appropriations contained in the approved budget without the prior approval of the Board in the form of an approved amendment of the budget in accordance with applicable law and the Contract. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in attaining the stated budget reserve amount, and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board. Universal Management or its contractors will monitor the Academy's budgets and financial reports to ensure availability of funds, oversee and ensure the timely submission of purchase orders, invoices, and receipts as necessary, and generally administer and ensure compliance with all financial controls as may be adopted by the Academy's Board of

Directors and report at least monthly on the Academy's financial status. Universal Management shall present to the Board, at least every three (3) months, a detail of budget to actual revenues and expenditures with an explanation of variances. Also, Universal Management shall present to the Board, at least every three (3) months, a detailed schedule of expenditures at object level detail for review and approval by the Board. The foregoing presentations shall be in a form and format acceptable to the Board and are to be provided to all Board members not less than three (3) working days prior to the Board meeting at which the information will be considered.

D. ASSISTANCE WITH BUDGETING AND STATE AID

1. Universal Management or its contractors will actively and professionally participate in the development of annual budget and periodic budget amendments and will assist the Academy's Board in the preparation of the Academy's annual budget and independent audits. Universal Management will assist the Academy in preparing applications for state aid, anticipation loans, and/or state aid bridge loans and shall not charge a separate fee for preparing such applications.

II. Service Fees. The Academy will pay Universal Management as follows:

- A. Cost of Services Annual Fee: The Academy will pay Universal Management an annual fee of \$253,000.00 or the sum equal to 12% of the Academy's State aid funding (whichever amount is higher) for each such year, to be reconciled at the end of the year with respect to any over or under payment. Universal Management may not mark-up said fee and said fee shall be inclusive of all Universal Management overhead. Overhead shall not include costs reimbursed to Universal Management as provided herein. Such non-overhead costs include:

1. An on-campus, at least part-time, executive administrator for the Academy who will assume complete responsibility for all issues of board governance and compliance and monitor the Academy's educational reporting requirements;
2. An on-campus, at least part-time, qualified technician who will monitor and service the Academy's information technology systems and computing infrastructure needs;

3. Marketing and development expenses (provided that such marketing and development costs charged to the Academy shall be limited to those costs specific to the Educational Program and shall not include any costs for the marketing and development of Universal Management);
4. Other expenses as specified in this Agreement.

Universal Management will invoice the Academy for the fee in monthly installments equal to 1/12th of the fee. Universal Management shall invoice the Academy for reimbursements on a monthly basis. The Academy shall only reimburse for costs included in an annual operating budget approved by the Board or as amended during the academic year. In paying such costs on behalf of the Academy, Universal Management shall not charge an added fee (or mark-up). No corporate costs of Universal Management shall be charged to or reimbursed by the Academy. If desired, the Board may advance funds to Universal Management for such costs before such costs are incurred (rather than reimburse Universal Management after the expense is incurred).

Universal Management shall provide to the Academy proper documentation and accounting of any advanced funds or reimbursement, and such accounting shall be periodically ratified by the Board.

All items acquired with Academy funds including, but not limited to, instructional materials, equipment, supplies, furniture, computers, and other technology shall be owned by and remain the property of the Academy.

- B. Additional Services. If the Academy requests Universal Management to provide any services in addition to the Services set forth in this Agreement, the parties will negotiate an appropriate fee prior to the time services are rendered reflecting the actual cost of the services to be provided, and such agreement shall be in writing and approved by the Academy's Board as an amendment to this Agreement.

III. Payment/reimbursement of Salaries by Academy. The Academy will be responsible for the payment or reimbursement of salaries, fringe benefits, workers compensation, unemployment compensation, and local, state, and federal taxes for all individuals employed by or assigned to work at the Academy.

IV. Payment of Salaries by Universal Management. Universal Management will be

solely responsible for the payment of salaries, fringe benefits, worker's compensation, unemployment compensation, liability insurance, and local, state, and federal taxes for all individuals employed by Universal Management that participate in the provision of UMC services to the Academy whether specified or not specified under this Agreement and unless stated otherwise in this Agreement such as in II and III above. Universal Management shall not seek or be reimbursed or paid for its corporate expenses and overhead; all such expenses and overhead are included in the Annual Fee. Corporate expenses and overhead include, but are not limited to, Universal Management's rent, utilities, equipment, supplies, central office staff, corporate payroll, vehicles, corporate travel, expenses attributable to Universal Management and other such costs incurred as a result of its operation in servicing the Academy. Universal Management, to the extent it utilizes third parties to perform its obligations pursuant to this Agreement, shall not seek reimbursement for the costs of those services and, to the extent it procures any goods or services, the cost for which the Academy is responsible, there shall be no markup of the cost of those goods and services by Universal Management.

- V. **Unusual Events.** Both parties agree to notify each other immediately of any known health safety, or other violations and of any anticipated labor, employee, or funding problems or other problems or issues that could adversely affect Universal Management or the Academy complying with their respective responsibilities hereunder. Universal Management and the Academy mutually agree to contact each other immediately of any threatened or actual revocation, termination, non-renewal or non-reauthorization of the Academy Contract.
- VI. **Confidential Information and Proprietary Rights.** The Academy and its Board hereby agree and acknowledge that in the course of performance of this Agreement, the Academy may be exposed to certain confidential information or trade secrets of Universal Management including, but not limited to, know-how, technical information, computer software, training materials, training methods, and practices and related information, and computer software considered to be confidential in nature ("Confidential Information"). Subject to the limitations of MCL 380.505(3), the Freedom of Information Act, and other applicable law and Academy's Contract with the Authorizer, the Academy agrees that any Confidential Information communicated to or received or observed by the Academy will be held in confidence and not disclosed to others without Universal Management's prior written consent. All Confidential Information disclosed to or observed or received by the Academy will at all times remain the property of Universal Management and all documents, together with any copies or excerpts thereof, will be promptly returned to Universal Management upon request. Notwithstanding the foregoing, the parties understand and agree that all Universal Management's educational materials and teaching techniques used by the Academy are subject to disclosure under the Code and the Freedom of Information Act. The provisions of this section will survive the termination of or the expiration of

this Agreement. The provisions of this section will not apply to curriculum or other materials developed and paid for by the Academy or developed by Universal Management at the direction of the Academy or its Board with Academy funds or to any information subject to disclosure under the law. The Academy will own all proprietary rights to curriculum or educational materials that: (1) are both directly developed and paid for by the Academy; or (2) were developed by Universal Management at the direction of the Academy or its Board with Academy funds dedicated for the specific purpose of developing such curriculum materials.

VII. Indemnification

- A. **By the Academy.** To the extent permitted by applicable law, the Academy shall indemnify and save and hold Universal Management and all of its employees, officers, directors, subcontractors, and agents (collectively "Universal Management Employees") harmless against any and all claims, demands, suits, or other forms of liability that may arise out of or by reason of any action taken or not taken by Academy or any of its Academy employees in the event of any claim that this Agreement or any part thereof is in violation of law, any noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse Universal Management for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit.
- B. **By Universal Management.** Universal Management shall indemnify and save and hold the Academy and all of its employees, officers, directors, subcontractors, and agents (collectively "Academy Employees") harmless against any and all claims, demands, suits, or other forms of liability that may arise out of or by reason of any action taken or not taken by Universal Management or any of its Universal Management employees in the event of any claim that this Agreement or any part thereof is in violation of law, any noncompliance by Universal Management with any agreements, covenants, warranties, or undertakings of Universal Management contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of Universal Management contained in or made pursuant to this Agreement. In addition, Universal Management shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit.

- C. **Of Bay Mills.** The parties acknowledge and agree that the Bay Mills Community of College Board of Regents (the "College Board"), Bay Mills Community College and its members, officers, employees, agents, or representatives are deemed to be third party beneficiaries for purposes of this Agreement pursuant to the Contract. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Bay Mills Community College Board of Regents. Bay Mills Community College and its members, and their respective officers, employees, agents, or representatives from all claims, demands, or liability, including attorney fees and related expenses, on account of injury, loss, or damage including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other losses of any kind whatsoever and not caused by the sole negligence of Bay Mills Community College, which arise out of or are in any manner connected with College Board's approval of the Academy's application, the College Board's consideration of or issuance of a Contract, the Academy's or Universal Management's preparation for and operation of a public school, or which are incurred as a result of the reliance by Bay Mills Community College, the College Board, or its members, and their respective officers, employees, agents, or representatives upon information supplied by the Board or Universal Management or which arise out of the failure of the Board or Universal Management to perform its obligations under the Contract or applicable law. The parties expressly acknowledge and agree that Bay Mills Community College and the College Board and its members and their respective officers, employees, agents, or representatives or any of them may commence legal action against either party to enforce its rights as set forth in this Agreement.

VIII. Insurance

- A. **Insurance of the Academy.** The Academy shall maintain insurance coverage in the amounts required by the Contract, including the indemnification of Universal Management provided by this Agreement. In the event that the insurance carrier for the Academy's Authorizer, Bay Mills Community College, requests changes in the coverage identified in the Contract, the Academy agrees to comply within thirty (30) days after written notice of the insurance coverage change. The Academy shall, upon request, present evidence to Universal Management that it maintains the requisite insurance in compliance with the provisions of this paragraph. Universal Management shall comply with any information or reporting requirements applicable to the Academy under the Academy's policy with its insurer(s) or the Contract.
- B. **Insurance of Universal Management.** Universal Management shall secure and maintain general liability insurance, with the Academy listed as an additional insured. Universal Management shall maintain, at a minimum, insurance

coverage amounts and policies which the Academy is required to obtain under the Contract, including the indemnification of the Academy provided by this Agreement and including coverage for sexual molestation or abuse. Universal Management shall, upon request, present evidence to the Academy that it maintains the requisite insurance in compliance with the provisions of this paragraph. The Academy shall comply with any information or reporting requirements applicable to Universal Management under Universal Management's policy with its insurer(s).

- C. **Worker's Compensation Insurance.** Each party shall maintain worker's compensation insurance, when and as required by law, covering their respective employees.

- IX. **Term and Termination.** This Agreement will commence as of the effective date hereof and will expire on June 30, 2024. The Academy may terminate this Agreement for cause at any time prior to the expiration of the term by providing written notice of such termination to Universal Management, specifying the reason for such termination, fourteen days (14) prior to the effective date of such terminate. For purposes of this Agreement, "causes" shall include the following: material breach of this Agreement, criminal activity, or violations of any law or statute that provides for criminal penalties by any of Universal Management's employees, officers, or director, failure to perform Universal Management's duties under this Agreement at a level that meets the Academy's expectations as determined by a majority vote of the Academy's Board of Directors, financial misconduct of any kind by any of Universal Management's employees, whether relating to the Academy or otherwise, or significant repeated violations of the Academy's policies and procedures by any of Universal Management's employees. If either party terminates the Agreement, all records, property, and assets shall be accounted for and transferred to their rightful owners within thirty (30) days of said termination.

If the Academy's Contract issued by the Bay Mills Community College Board of Regents is suspended, revoked, or terminated or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically terminate on the same date as the Academy's Contract is suspended, revoked, terminated, or expires without further action of the parties. Anything to the contrary herein notwithstanding, and in the event the Agreement is extended, renewed, or a new agreement is entered into, the Academy shall have the right to terminate the Agreement after three years.

- X. **Condition Precedent.** The parties expressly agree and acknowledge that the effectiveness of this Agreement is expressly contingent on the continued validity of the Contract or the issuance, prior to the expiration of the Contract, of a new or renewed Contract with the Authorizer or a new authorizer, such that the Academy is able to continue operations without violating Michigan laws governing public school academies and without losing any necessary sources of funding. If this condition fails at

any time and for any reason, the parties agree that this Agreement will become immediately terminable by either party upon written notice to the other, and that the Board will remain responsible for payment of any services rendered by Universal Management up to the date of such termination.

- XI. Records and Reporting Requirements.** Universal Management will, upon request of the Academy, provide detailed statements of all costs incurred in providing the Services under this Agreement in sufficient detail to allow the Academy to account for all expenditures. Universal Management shall keep accurate records pertaining to its operation of the Academy, together with all Academy records prepared by or in the possession of Universal Management, and, retain all of said records to which such books, accounts, and records relating to the Academy shall be retained in accordance with the Michigan Department of Education's record retention policy. All financial, educational, and student records pertaining to the Academy are Academy property. Such records are subject to the Michigan Freedom of Information Act and shall be physically stored at the Academy physical facilities or directly accessible at the Academy facility. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook, shall be maintained physically on site or directly assessable at the Academy facility. Universal Management and the Academy shall maintain the proper confidentiality of personnel, student, and other records as required by law. Universal Management shall make all finance and other Academy records available to the Academy and the Academy's independent auditor upon request. The Board shall be solely responsible for selecting the Academy's independent auditor.
- XII. Dispute Resolution.** Universal Management and the Academy agree to act immediately and in good faith to mutually resolve any disputes involving any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement.
- XIII. Relationship of Parties.** Universal Management is a Michigan limited liability company as described above and is not a division or part of the Academy. The Academy is a body corporate and governmental entity authorized by the Code and is not a division or a part of Universal Management. The parties to this Agreement intend that the relationship of Universal Management to the Academy is that of an independent contractor and not as an employee of the Academy. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement.

Notwithstanding anything in this Agreement to the contrary, no provision of this Agreement shall interfere with the Academy Board's exercise of its statutory, contractual, and fiduciary responsibilities governing the operation of the Academy. Furthermore, no provision of this Agreement shall prohibit the Academy Board

from acting as an independent, self-governing public body or allow public decisions to be made other than in compliance with the Open Meetings Act, or dictate when or if the Academy waives or asserts its governmental immunities.

No agent or employee of Universal Management shall be determined to be an agent or employee of the Academy for any reason or purpose. No agent or employee of the Academy shall be determined to be an agent or employee of Universal Management, except as follows:

- A. Universal Management and its respective officers, directors, employees, and designated agents are each hereby authorized to serve as agents of the Academy, having a legitimate educational interest in the Academy and its students, for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. § 1232g et seq., 34 C.F.R. Part 99 ("FERPA"), such that they are jointly and severally entitled to access the educational records of the Academy for all purposes related to FERPA.
- B. During the term of this Agreement, the Academy may disclose confidential data and information to Universal Management and its respective officers, directors, employees, and designated agents to the extent permitted by applicable law including, without limitation, the Individuals with Disabilities Education Act ("IDEA"). 20 U.S.C. § 1401 et seq., 34 C.F.R. 300.610 - 300.626; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794a, 34 C.F.R. 104.3 6; the Michigan Mandatory Special Education Act, MCL 380.1701, et seq., the Americans with Disabilities Act, 42 U.S.C. § 12101 et seq., the Health Insurance Portability and Accountability Act ("HIPAA") 42 U.S.C. 1320d – 1320d-8; 45 C.F.R. 160, 162 and 164; and social security numbers, as protected by the federal Privacy Act of 1974, 5 U.S.C. § 552a; and the Michigan Social Security Number Privacy Act, MCL 445.84.
- C. As otherwise expressly designated by the written agreement of Universal Management with consent from the Board.

XIV. Payment of Academy Funds. The Board shall determine the depository of all funds received by the Academy. All funds received by the Academy shall be initially deposited in the Academy's depository account. Signatories on the depository account shall be current Board members properly designated annually by Board resolution. All interest or investment earnings on Academy deposits shall accrue to the Academy. The Board shall provide Academy funding on a consistent and timely basis to Universal Management to fulfill its obligations under this Agreement.

XV. Available Information. Universal Management shall make information concerning the operation and management of the Academy including, but not limited to, information in the Contract, including all exhibits, schedules, and the like, available to the Academy as deemed necessary by the Academy Board in order to enable the

Academy to fully satisfy its obligations under the Contract.

XVI. Compliance with Section 503c. On an annual basis, Universal Management agrees to provide the Board with the same information that a school district is required to disclose under Section 18(2) of the State Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Board shall make the information available on the Academy's website home page in a form and manner prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this Agreement

XVII. Other Financial Relationships. Any lease, promissory notes, or other negotiable instruments, lease- purchase agreements, or other financing agreements between the Academy and Universal Management shall be contained in a document separate from this Agreement shall be separately approved by the College Board, and shall comply with all applicable law, the Contract issued by the College Board, and any applicable policies created by the College Board and/or the Bay Mills Community College Charter Schools Office.

XVIII. Miscellaneous Provisions

- A. **Section Headings.** The Section headings used herein are for reference and convenience only and will not enter into the interpretation of this Agreement.
- B. **Compliance with Academy's Contract.** Universal Management agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Academy's Contract issued by Bay Mills Community College Board of Regents. The provisions of the Academy's Contract shall supersede any competing or conflicting provisions contained in this Agreement.
- C. **No Waiver.** No delay or omission by either party hereto to exercise any right or power occurring upon any noncompliance, violation, or default by the other party with respect to any of the terms of this Agreement will impair any such right or power or be construed to be a waiver thereof or of any covenant, condition, or agreement contained herein.
- D. **Governing Law.** This Agreement will be governed by and construed in accordance with the laws of the State of Michigan.
- E. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties and contains the entire understanding of the parties with respect to its subject matter and supersedes all prior and contemporaneous agreements, understandings, and negotiations, and the parties agree that they shall have no further rights or obligations under such prior agreements. No change, waiver, modification, or discharge hereof will be valid unless is in writing and is executed

by the party against whom such change, waiver, modification, or discharge is sought to be enforced.

- F. **Notices.** Under this Agreement, if one party is required to give notice to the other, such notice will be deemed given if hand delivered or mailed by U.S. registered mail, return receipt requested, first-class, postage pre-paid, and addressed as follows:

If to Universal Management:	President Universal Management Company LLC 2570 Seminole Ann Arbor, MI 48108
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If to the Academy:	Board President Multicultural Academy 5550 Platt Road Ann Arbor, MI 48108
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With a copy to:	George P. Butler III Dickinson Wright PLLC 500 Woodward Avenue, Suite 4000 Detroit, MI 48226
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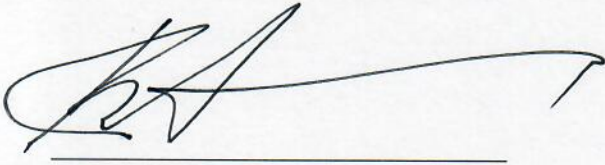
- G. **No Assignment.** Neither party may, without prior written consent of the other party, assign or transfer this Agreement nor any obligations incurred hereunder except as provided. Any attempt to do so in contravention of this provision will be void and of no force and effect.
- H. **Partial Invalidity.** If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable in any manner, the remaining provisions of this Agreement will nonetheless continue in full force and effect without being impaired or invalidated in any way. In addition, if a court of competent jurisdiction modifies any provision of this Agreement such that it may be fully enforced, then that provision will be so modified and fully enforced as modified.
- I. **Force Majeure.** Notwithstanding any other provision of this Agreement, neither party will be liable for any delay in performance or inability to perform due to act of God or due to war, riot, embargo, fire, explosion,

sabotage, flood, accident, labor strike, or other acts beyond its reasonable control and in the case of a pandemic, the parties shall follow all applicable legal authority including any that is the prerogative of the Academy's Board of Directors to exercise.

- J. **Board Independence.** No provision of this Agreement shall predetermine the Board's course of action in choosing to assert or not assert, waive or not waive, governmental immunity or any other applicable defense.
- K. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to Universal Management any of the powers or authority of the Board that are not subject to delegation by the Board under Michigan law or the Contract.

IN WITNESS WHEREOF, the Academy and Universal Management have caused this Agreement to be signed and delivered by their duly authorized representatives effective as of the day and year first set forth above.

MULTICULTURAL ACADEMY



UNIVERSAL MANAGEMENT
COMPANY, LLC

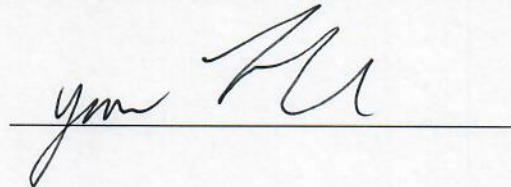


Exhibit 2

SCHEDULE 6

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 address and a description of the proposed physical plant (the "Proposed Site") of Multicultural Academy ("Academy") is as follows:

Address: Platt Road
Ann Arbor, Michigan 48108

Description: The Academy will use a 22,801 square feet building. The building consists of 17 Classrooms, 4 administrative offices, 4 restrooms, and a faculty restroom.

Term of Use: Term of Contract.

Configuration of Grade Levels: Kindergarten through ninth grade.

Name of School District and Intermediate School District:

Local: Ann Arbor Public Schools

ISD: Washtenaw Intermediate School District

3. It is acknowledged and agreed that the following information about this Proposed Site is 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. Size of building
- B. Floor Plan
- c. Description of Rooms
- D. Copy of 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 facility. 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 Site described above is 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

Exhibit 3

Description of Education Program

Vision Statement

To impact the lives of our students to enable them to become creative thinkers and lifelong learners.

Mission Statement

To create and maintain a learning environment that maximizes the potential of our diverse learners.

Beliefs Statement

Education at the Multicultural Academy is experienced-based, interdisciplinary, and collaborative. There is an emphasis on educating the whole child-the intellectual, emotional, and physical aspects of the person. One of the most important organizing principles of education at Multicultural Academy is that in order for children to learn in school and to become lifelong learners, they must interact with their environment (people, places, and things) and interpret their experience. There are different ways of talking about the educational philosophy of Multicultural Academy. A parent will hear some of the following descriptions when speaking with her or his child's teacher:

Experiential education: carefully designed and executed educational experiences that are reconstructed and reflected upon in a variety of ways through talking, drawing, building, and acting; Constructivism: the idea that a child makes discoveries from his or her own observations, explorations, and experiences, and then uses all of them to construct understanding. Constructionists say that the child is the "making of meaning"; Ownership of learning: because a student is directly involved with the environment and with assorted learning experiences, he or she feels more excited about learning.

The goal of the Academy's high school Educational Plan is to support high-quality learning while giving individual students the opportunity to develop their skills and interests. The Academy's curriculum, embedded in evidenced-based instructional strategies, will enable students to improve their prospects for success in school and in life. The academy will prepare teachers to use a set of principles for lesson and unit development that give all individuals equal opportunities to learn.

Exhibit 4

Pursuant to Applicable Law and Terms and Conditions Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this Schedule 7b. Upon request, the Academy shall provide the Charter Schools Office with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the College Board expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

Prepare students academically for success in college, work, and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, CSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students grades 2-9 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-8 NWEA	The average grade-level scores in reading and math as measured by the Measure of Academic Progress (MAP) by NWEA	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in this schedule.
Grade 3-8 State Accountability Test (M-STEP and PSAT at Contract start date)	Percentage of students proficient on State Accountability Test	Students enrolled for three* or more years will on average achieve scores equal to or greater than proficiency score identified by the State.
Grade 9 State Accountability Test for grade 9 (PSAT and PSAT/NMSQT at Contract start date)	The average grade-level scores in reading and math as measured by State Accountability Test.	Students enrolled for three* or more consecutive years will on average achieve scores equal to or greater than the grade-level reading and math college readiness achievement targets identified by State.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Measure 2: Student Growth

The academic growth of all students in grades 2 through 9 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 2-8 (NWEA Test must be administered in fall and in spring)	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA	Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA.
Grade 9 (NWEA Test must be administered in fall and spring. (Academy may request to give PSAT in lieu of NWEA Test in both the fall and spring for purpose of measuring growth. Permission must be obtained from Bay Mills before replacing NWEA for grade 9	Growth made by students from fall-to-spring in critical reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA or if permission obtained to use PSAT, progress toward college-readiness targets set by PSAT and PSAT/NMSQT	Students will on average achieve measurable fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA or, if permission obtain to use PSAT, growth toward PSAT and PSAT/NSQT targets.

*The measure of student growth is the most important, but not the only factor the College Board considers when determining whether the Academy is “demonstrating measurable progress” toward the contractual goal of preparing students academically for success in college, work, and life. Some of the other factors considered are: the Academy’s comparative position within state accountability reports, required state test proficiency rates compared to surrounding district’s state test proficiency rates, the trend in the number of students reaching growth targets and achievement targets over the Contract term.

NWEA Achievement Targets

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target
K	157.7	159.1
1	176.9	179.0
2	189.6	191.3
3	199.2	203.1
4	206.7	212.5
5	212.3	221.0

6	216.4	225.6
7	219.7	230.5
8	222.4	234.5
9	223	235

Exhibit 5

The vision of Multicultural Academy is to impact the lives of our students to enable them to become creative thinkers and lifelong learners.

Education for the Twenty-First Century

The goal of the Academy's high school Educational Plan is to support high-quality learning while giving individual students the opportunity to develop their skills and interests. The Academy's curriculum, embedded in evidenced-based instructional strategies, will enable students to improve their prospects for success in school and in life.

Students have many responsibilities with regard to their learning in school. Students who make the effort required to succeed in school and who apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. However, taking responsibility for one's progress and learning is an important part of education for all students, regardless of their circumstances.

Instructional Approach

Universal Design for Learning (UDL)

The academy will prepare teachers to use a set of principles for lesson and unit development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Individuals bring a huge variety of skills, needs, and interests to learning. Three primary principles, which are based on neuroscience research, guide UDL and provide the underlying framework for the Guidelines:

Principle I: Provide Multiple Means of Representation (the "what" of learning): Perceptions, Language, expressions, and symbols.

Principle II: Provide Multiple Means of Action and Expression (the "how" of learning): Physical action, Expression and communication and executive function.

Principle III: Provide Multiple Means of Engagement (the "why" of learning): Recruiting interest, sustaining effort and persistence and self-regulation.

The Curriculum and the UDL Approach

Four highly interrelated components comprise a UDL curriculum: goals, methods, materials, and assessments.

Goals are often described as learning expectations. They represent the knowledge, concepts, and skills all students should master, and are aligned to standards.

Within the UDL framework, goals themselves are articulated in a way that acknowledges learner variability and differentiates goals from means. These qualities enable teachers of UDL curricula to offer more options and alternatives—varied pathways, tools, strategies, and scaffolds for reaching mastery. This sets higher expectations, reachable by every learner.

Methods are generally defined as the instructional decisions, approaches, procedures, or routines that teachers use to accelerate or enhance learning. Teachers apply evidence-based methods such as Sheltered instruction Observation Protocol and other high-leverage instructional strategies to differentiate those methods according to the goal of instruction. UDL curricula facilitate further differentiation of methods, based on learner variability in the context of the task, learner's social/emotional resources, and the classroom climate. Flexible and varied, UDL methods are adjusted based on continual monitoring of learner progress.

Materials are usually seen as the media used to present learning content and what the learner uses to demonstrate knowledge. Within the UDL framework, the hallmark of materials is their variability and flexibility. For conveying conceptual knowledge, UDL materials offer multiple media and embedded, just-in-time supports such as hyperlinked glossaries, background information, and on-screen coaching. For strategic learning and expression of knowledge, UDL materials offer tools and support needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways. For engaging with learning, UDL materials offer alternative pathways to success including choice of content where appropriate, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation.

Assessment is described as the process of gathering information about a learner's performance using a variety of methods and materials in order to determine learners' knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. This is achieved in part by keen focus on the goal, as distinct from the means, enabling the provision of supports and scaffolds for constructing irrelevant items. By broadening means to accommodate learner variability, UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills, and engagement.

Curriculum Expectations

The expectations identified for each course are aligned to the Michigan Academic Standards (MAS) and describe the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each strand, or broad curriculum area, of each course. • The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course.

Multicultural Academy's Educational plan is built on the premise that students' engagement in the learning process is paramount. Teachers work with students to develop their skills to help them understand themselves as learners. The curriculum expectations for courses in high school will help develop students' metacognitive and social skills ensuring they are college and career ready.

The curriculum helps develop students in the following transferable skills: 1. Learning Skills:

Students develop learning and thinking skills and strategies. They discover how to manage their own learning and acquire knowledge and skills that they can transfer to a variety of situations related to learning, work, and daily life. Along with literacy and numeracy skills, they develop the habits and skills they need in order to become self directed, lifelong learners.

2. Personal Knowledge and Management Skills. . Students also develop the personal management skills needed for success in work, learning, and life.

3. Interpersonal Knowledge and Skills. Students develop the knowledge and skills necessary for effective communication, teamwork, and leadership. They learn how to get along with others at school, in the workplace, and in the community. They learn about the importance of understanding diversity, and respecting others, and they become actively involved in contributing to their communities.

4. Exploration of Opportunities. Students develop the skills needed to research information about learning, work, and community opportunities. Students make connections between these opportunities and their personal career goals and learn to plan for secondary school success.

Michigan 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).

Assessment and Evaluation of Student Achievement Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that: • address both what students learn and how well they learn; • are based both on the categories of knowledge and skills and on the achievement-level.

Testing in Grade 9

Students in Grade 9 take the PSAT 8/9. The 9th grade PSAT results will be analyzed in order to assess students' needs for remediation moving on to the next grade level. Remediation can take place in the summer or can be offered as a lab

Multicultural Academy expects students to take NWEA in the Fall, Winter and Spring to monitor academic progress and measure yearly growth in mathematics, English and science. Students also take content area midterms and Finals in order to gain course credits toward graduation. Fall NWEA data is used as a diagnostic measure to help teachers understand students' needs relative to the pre-requisite skills needed to succeed.

MTSS (Multi-Tiered System of Support)

The Academy implements a Multi-Tiered System of Support (MTSS) cultivating a collaborative school culture in which all staff take responsibility for the success of all students. As part of this collaborative culture, staff are provided time, a place, and a process for engaging in collaborative problem-solving.

Here is a basic outline of how a three-tiered system works.

- **Tier 1: The Whole Class.** All students are taught with methods that research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Students may be broken into small groups that address different strengths and areas of need.
- **Tier 2: Small Group Interventions.** Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier 1 activities that might make it harder to catch up.
- **Tier 3: Intensive, Individualized Support.** A few students who move up to this most intensive level of support continue with Tier 1 activities. Their break-out groups are smaller than in Tier 2. And these sessions last longer and are more narrowly focused.

MTSS and Special Education

A special education evaluation is usually the next step if students don't make enough progress in Tier 3. And data from the MTSS process can be helpful when developing an

The goal of MTSS is to screen early and to deliver targeted support quickly. Teachers, specialists and other school staff work as a team when they assess students and plan MTSS interventions.

Progress is monitored frequently to determine if interventions are working. Students who do not respond to Tier 3 interventions are often referred for special education. But parents don't need to wait—they can request an evaluation at any time.

MTSS and Student- Behavior Management

The Academy also applies the Multi-Tier System of Support for behavior. The strategies are aimed at preventing problem behavior and are evidence-based. Research is applied in behavior analysis and the field of systems change. PBIS strategies and Responsive Classrooms methods will be developed with staff in order to prevent behavioral challenges. At the individual student level, research supports the fact that teaching students the social skills that are intended to replace problem behavior with more appropriate responses is one of the most effective interventions used. Students with and without disabilities can benefit from these research-based behavioral interventions.

Mathematics

Grade 9

Algebra I Overview

The content standards associated with Algebra I are based on the Michigan Standards for Mathematics and are aligned to the Emphasis Cluster Model Framework for Algebra I. The content standards define what students should understand and be able to do at the high school level; the Emphasis Clusters Model Framework describes which content is included and emphasized within the Algebra I course, specifically. For high school mathematics, the standards are organized at three levels: conceptual categories, domains and clusters. Algebra I is associated with high school content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. Each conceptual category contains domains of related clusters of standards.

Standards for Mathematical Practice

The Standards for Mathematical Practice form an important part of the Algebra I course, as well:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Academy's Mathematics Curriculum utilizes Engage NY curriculum Teachers have access to the entire online K-12 curriculum. They use grade level curriculum to teach Tier one lessons to the whole class. They also use the other grade level resources to scaffold learning for students that are one to two grade levels behind. Three options are available for students in grade 9 depending on their competency level. Students take a placement test and based on their NWEA results they are provided with the following learning opportunities:

Intensified Mathematics is a comprehensive, extended-period program designed to help students who are one to three years behind re-engage as motivated learners and achieve at grade level in Mathematics I *within a single academic year*. This will avail students additional time to learn concepts essential to grade level competency.

Intensified Algebra I is a comprehensive, extended-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I *within a single academic year*. The students are availed additional time to learn concepts essential to proficiency in grade level standards.

The content standards associated with Algebra I are based on MAS for Mathematics. The content standards define what students should understand and be able to do at the high school level; the Model Content Framework describes which content is included and emphasized within the Algebra I course, specifically. For high school mathematics, the standards are organized at three levels: conceptual categories, domains and clusters. Algebra I is associated with high school content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. Each conceptual category contains domains of related clusters of standards.

Summary of Year

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades.. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

English 1 Scope and Sequence

The Scope and Sequence documents reflect the required instruction for each quarter of the school year. They are structured in a manner that ensures all standards are taught. Standards are repeated throughout the course of the year (what we have termed Recursive Standards). Embedding them into the scope and sequence and blueprints is intentional and based on the latest research available. The emphasis on close reading is to have students read a piece of text multiple times, for different reasons. Flexibility is granted to grade level MTSS and Data Teams to add additional texts and activities to enhance instruction or provide for remediation.

Recursive Standards: R(L) (I).1.1; R.1.2; R.1.3; & R.2.4; W.4.10; SL.1.1

Grade 9 SpringBoard ELA Curriculum

Theme: Coming of Age

Grade 9 students:

- Read works by Harper Lee, Edgar Allan Poe, William Wordsworth, Pablo Neruda, and Shakespeare, as well as informational and historical articles.
- Learn to gather evidence from texts and incorporate it in written and oral responses. • Write in argumentative, informational, narrative, and other modes.
- Study a film director's work and analyze how style is evident when print texts are transformed into film.

Multicultural Academy Educational Plan High School 2022-23 Grade 9

Introduction

Grade 9 course in SpringBoard ELA involves an in-depth study of one novel and one play, with an emphasis on close reading and literary analysis. SpringBoard selects specific texts for study but

also allows teachers to choose their own texts that they know will work for their students.

The course is divided into Five themed units. It features a novel unit and a drama unit, with a variety of text types in the remaining units. Each unit takes about six to eight weeks and guides students through close reading of multiple texts. Students complete 15 to 20 class-length activities per unit.

Plan-Teach-Assess-Adapt

As in AP course frameworks, SpringBoard instruction is organized into four phases: Plan, Teach, Assess, and Adapt.

Plan: Support for planning lessons is offered at the beginning of each unit and throughout each activity.

Teach: As students are guided through the activities, here are features that help students engage with and master the content.

Assess: Each unit is built around performance-based Embedded Assessments designed to measure student mastery of skills and knowledge, and includes other opportunities to check progress.

Adapt: instruction may be adjusted in response to the work students produce.

Social Studies

Grade 9 Course Description:

United States History and Geography

The study of United States history and geography prepares students to take up the challenges of life in contemporary society. This full year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze their causes and effects of events in the nation's past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical

Multicultural Academy Educational Plan High School 2022-23 Grade 9

study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students learn to develop important questions, conduct inquiry, and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed

and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

Sequencing of Units within this Course

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. Following a traditional chronological approach, the units build upon each other and provide opportunities for students to make arguments about cause-effect relationships, turning points, and continuity and change over time. Embedded literacy scaffolds are gradually removed as students move through the units and subsequent units require students to apply knowledge and skills learned in earlier ones.

Course Rationale:

History is an evidentiary field in which students investigate questions relating to change and continuity over time by using historical evidence to answer questions and construct arguments. By teaching students how to think historically, they learn how to "wrestle with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence." *C3 Framework*, p. 45. Moreover, engagement in civic life requires culturally aware citizens who have a sense of our shared national past. This course is designed to develop students' disciplinary practices and literacies required for success in college as well as the critical thinking, problem-solving, and collaborative skills for the world beyond school.

Alignment to C3 Framework

The C3 Framework¹ is centered on an Inquiry Arc—a set of interlocking and mutually supportive ideas that frame the ways students learn social studies content. By focusing on inquiry, the framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. It includes descriptions of the structure and tools of the disciplines, as well as the habits of mind common in those disciplines. Taken together, the C3 Framework provides guidance to states on upgrading state social studies standards to include the application of knowledge within the disciplines of civics, economics, geography, and history as students develop questions and plan inquiries; apply disciplinary concepts and tools; evaluate and use evidence; and communicate conclusions and take informed action.

History

Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation English Language Arts/Literacy Common Core Connections

Multicultural Academy Educational Plan High School 2022-23 Grade 9

Geography

Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Population: Spatial Patterns and Movements Global Interconnections: Changing Spatial Patterns

The Academy uses the Pearson World History and Geography Programs for Grade 9 as well as providing teachers access to the MAISA Social Studies Units to use to build UDL units of study.

The Pearson program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. *Pearson's World History* program uses a research tested, four-part learning model to enhance teaching and understanding.

1. **Connect** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Geography

Keeping geography relevant and up-to-date through country-by-country coverage and online updates, this standards-based program helps students understand how geography affects their lives. The text's strong maps and visuals present key concepts in human and physical geography, while step-by-step skills instruction prepares students for success on assessment. An award winning video collection helps students develop mental maps of their world through maps, animation, live footage, and case studies.

Science

The science course at the Academy is aligned to the Michigan Science

Standards. *Active Physics*

Active Physics Is based on the research on how students learn—encapsulated in the 7E Instructional Model (elicit, engage, explore, explain, elaborate, extend, evaluate). As a result, Active Physics provides ALL students with a deep and memorable learning experience.

Active Physics students are motivated to learn.

Students are motivated to learn science in the context of highly engaging and authentic “real-world” projects that guide instruction and serve to organize their learning. Research shows that the project-based approach promotes excitement and meaningful learning for ALL students.

The science and engineering practices, as described in A Framework for K-12 Science Education, are integrated throughout the curriculum. Students engage with complex situations and collaborate on what they need to learn in order to manage the situation effectively.

Active Physics is for ALL students.

The Active Physics Plus feature in the student edition allows teachers to customize the program for students who want or need more mathematics, depth, concepts, or explorations. A comprehensive Teacher's Edition and Resources provide full support for differentiated instruction with augmentations, accommodations, and suggestions for the English Language Learner.

Michigan Model for Health Curriculum

The Academy implements the Michigan Model for Health curriculum. It is an evidence-based sequential K-12 curriculum that addresses essential health skills and covers Social and Emotional Skills; Nutrition and Physical Activity; Safety; Alcohol, Tobacco and Other Drugs; and Personal Health and Wellness. Content aligns with the Michigan Grade Level Content Expectations for Health (GLCEs), Michigan Merit guidelines for Health Education, and the National Health Education Standards. The Michigan Model for Health Curriculum is recognized by Collaborative for Academic, Social and Emotional Learning (CASEL) www.casel.org/guide and the National Registry of Evidence-Based Programs and Practices www.nrepp.samhsa.gov. Curriculum and materials are rich with opportunities to address Common Core State Standards in ELA and support development of College and Career Ready Student Characteristics.

It's All About Skills!

Skills for Health and Life is a whole new approach to health education. The semester course begins with 19 skill-packed lessons that lay the foundation for content-specific units that follow. A look at the National Health Education Standards shows **seven of the eight standards addressing skills**. These skills are not just health skills...they're **life skills!** It takes a skills-based curriculum to meet these standards and the *Michigan Model for Health*™ is just that. By focusing on the skill, outside of a specific content area, helps students understand that these skills are tools to be used anywhere in life, not just health class. After careful introduction, modeling and practice of skills in the foundation unit, the course moves on to the application of those skills to specific health content areas. This allows for even more practice. Practice using goal setting skills to set a physical activity goal, but know that the skill is the same for any goal in life...and recognize that good goals are SMART goals. Skills include: Accessing information; Analyzing influences; Goal setting; Decision making; Self- management; Advocacy; and Interpersonal communication including effective listening, responding to the emotions of others, assertive communication, asking effective questions, negotiation, and collaboration.

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Content-specific units, included with the semester curriculum and offering applied skill practice, include: Social and Emotional Health; Nutrition and Physical Activity; Safety; Alcohol, Tobacco, and Other Drugs; and Personal Health and Wellness.

IMPLEMENTATION TIME - SECONDARY		
Middle School (Gr 7-8)	No. of Lessons	Length of Lessons
Social & Emotional Health and Safety	15	45 minutes
Nutrition & Physical Activity	11	45 minutes
Alcohol & Other Drugs	11	45 minutes
Tobacco	6	45 minutes
HIV & Other STIs	10	45 minutes
Character Education	12	40 minutes
Sun Safety	12 activities*	40 minutes
Gambling	5	40 minutes
High School (Gr 9-12)	No. of Lessons	Length of Lessons
Semester Course	69	50 minutes
HIV & Other STIs	up to 22**	45 minutes
Character Education	10-regular HS 12-alternative HS	45 minutes
Sun Safety	8 activities*	varied 10-60 min
Gambling	5	45 minutes
Middle School-High School (7-12)	No. of Lessons	Length of Lessons
Service Learning	5 steps	variable
Emergency Preparedness	30 activities*	20 minutes

*Activities are non-sequential for use as timing is appropriate

**Three options for implementation using one teacher manual

Essentials of the Art Curriculum

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The Academy's visual arts program is aligned to the Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater

Philosophy

Art education is fundamental to a student's overall achievement in school. It is basic to an individual's perception and understanding of the world in which we live. Problem solving and creative learning enables students to interpret these perceptions in visual form. A comprehensive Multicultural Academy Educational Plan High School 2022-23 Grade 9

and articulated arts education program engages students in a process that helps them develop the

self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life. It is our mission to ensure that all students at Multicultural Academy have access to the rich education and understanding that the visual arts provide.

Goals

The goals of art education at Multicultural Academy are to assist and facilitate the success of all students by helping them gain powerful tools for:

- perceiving and understanding relationships among the elements and principles of design as they appear in the natural and man-made environment.
- understanding human experiences, both past and present.
- learning to adapt to and respect other ways of thinking and working.
- developing an interest and appreciation of the visual arts through the study of cultures, history and other fields of knowledge.
- thinking and acting creatively by solving problems and by responding with originality, flexibility, fluency, and imagination.
- understanding the impact of the visual arts on virtually all we use in daily life, and their interdependence with broader worlds of ideas and actions.
- developing technical skills for using art mediums as a means of personal expression and communication.
- identifying, analyzing, and applying criteria for making visual aesthetic judgments. • developing an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts.

The Art I curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism.

Learning Skills in a 21st Century Art Class Art students will utilize the following skills while incorporating the technological changes of the 21st century.

- KNOWLEDGE – (Remembers) Describes Discovers Identifies Recognizes Uses •
COMPREHENSION – (Understands) Classifies Compares Contrasts Defines Describes
Explains Responds
- APPLICATION—(Applies) Articulates Constructs Differentiates Demonstrates
Discusses Engages Examines Explore

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- ANALYZSIS—(Analyzes) Distinguishes Gathers Plans Reflects Researches Revises
Speculates
- EVALUATION—(Evaluates) Critiques Justifies Judges Refines
- CREATION—(Creates) Arranges Assembles Designs Expresses Synthesizes

Art Across the Curriculum

The following are examples of how art will connect knowledge within and across the disciplines.

World Language— Global artists, cultural awareness, vocabulary/ pronunciation. Language

Arts— Written/oral communication, sketchbook/journal, research, literature, verbal critiques.
Mathematics— Use of measuring tools, proportion/ratio, geometric shapes/ forms, tessellations, architectural forms.
Science—Color theory, anatomy (people, plants, animals), chemistry.
Social Studies— Correlation between art and history, political art.

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Multicultural Academy Curriculum

High School

Grade 9

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Grade 9 English Language Arts

Activity C lass

Periods Text Selections Reading and Focus Additional Writing Focus Standards Standards

1.1 Previewing the Unit	1			L.9–10.6	RL.9–10.10
1.2 Talking About Voice	1			RI.9–10.1 ■ L.9–10.5b, L.9– 10.6	RL.9–10.4 ■ RI.9–10.4 ■ W.9– 10.10 ■ SL.9–10.1a, SL.9– 10.1b, SL.9–10.1c ■ L.9–10.4a

1.3 Narrative Voices	1–1.5	“Spotlight,” from Speak, by Laurie Halse Anderson	Novel	RL.9–10.1, RL.9–10.3	RL.9–10.4 ■ W.9–10.10 ■ SL.9– 10.1a ■ L.9–10.6
1.4 Parallel Structure	1			L.9–10.1, L.9– 10.1a, L.9–10.6	RI.9–10.4 ■ L.9–10.1b, L.9– 10.4a
1.5 Defining Experiences	2	“Marigolds,” by Eugenia Collier	Short Story Explanatory Writing	RL.9–10.5, RL.9–10.3, RL.9–10.4	RL.9–10.1, RL.9–10.10 ■ W.9– 10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2f, W.9– 10.4, W.9–10.5 ■ L.9–10.4a, L.9–10.5b, L.9–10.6
LC 1.5 Language Checkpoint: Understanding Verb Voice and Mood (Optional)	1		Revising	L.9–10.1	
1.6 Learning How to Interview	1		Explanatory Writing and Revising	W.9–10.4, W.9–10.5 ■ SL.9–10.1c	W.9–10.2a, W.9–10.2f, W.9– 10.7, W.9–10.10 ■ SL.9–10.1a, SL.9–10.4 ■ L.9–10.1a, L.9– 10.6
1.7 Conversations with Characters	1		Explanatory Writing	RL.9–10.3, RL.9–10.4 ■ W.9–10.2b	RL.9–10.10 ■ W.9–10.10
1.8 Two Versions of One Narrative	2	Excerpt from Always Running, by Luis J. Rodriguez “‘Race’ Politics,” by Luis J. Rodriguez	Memoir Poetry Narrative Writing	RL.9–10.4, RL.9–10.5 ■ W.9–10.3b	RL.9–10.1, RL.9–10.2, RL.9– 10.3 ■ RI.9–10.1, RI.9–10.2, RI.9–10.3, RI.9–10.4 ■ W.9– 10.3a, W.9–10.5, W.9–10.9a, W.9–10.10 ■ L.9–10.1a, L.9– 10.4a, L.9–10.6
1.9 Reading an Interview Narrative	1	“WMDs,” by Brian O’Connor	Nonfiction	RI.9–10.6, RI.9– 10.5, RI.9–10.3	RI.9–10.1, RI.9–10.10 ■ W.9– 10.10 ■ L.9–10.6
1.10 Examining the Art of Questioning	1	“Chuck Liddell,” by Steven Yaccino	Interview Transcript Revising	RI.9–10.5 ■ SL.9–10.1c	RI.9–10.1 ■ W.9–10.4, W.9– 10.5, W.9–10.10 ■ L.9–10.6
1.11 Transforming the Transcript	1.5		Narrative Writing	RI.9–10.2, RI.9– 10.3 ■ W.9– 10.3c	RI.9–10.1 ■ W.9–10.3b, W.9– 10.3d ■ L.9–10.1a
1.12 Planning an Interview	1		Revising	W.9–10.4, W.9–10.5, W.9–10.10	
Embedded Assessment 1: Writing and Presenting an Interview Narrative	3		Explanatory and Narrative Writing and Revising	W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.3a, W.9–10.3b, W.9–10.3c	W.9–10.2f, W.9–10.3d, W.9– 10.3e, W.9–10.4, W.9–10.5, W.9–10.7, W.9–10.10 ■ SL.9– 10.1a ■ L.9–10.2c

Activity C lass

Periods Text Selections Reading and Focus Additional Writing Focus Standards Standards

1.13 Previewing Embedded Assessment2 and Preparing to Write an Argument	1			RI.9–10.1, RI.9–10.8 ■ L.9–10.6	RI.9–10.2 ■ W.9–10.1 ■ SL.9– 10.1
1.14 Building an Argument	1.5–2	“Education Still Pays”	Informational Text Argument Writing	RI.9–10.2, RI.9–10.8 ■ SL.9–10.2	RI.9–10.4, RI.9– 10.10 ■ W.9–10.1a ■ L.9– 10.4a, L.9–10.5a, L.9–10.6
1.15 Using Rhetorical Appeals	1.5–2	“Remarks by the President in a National Address to America’s Schoolchildren,” by Barack Obama	Speech Argument Writing	RI.9–10.8, RI.9–10.5, RI.9–10.6	RI.9–10.1, RI.9–10.2, RI.9– 10.3, RI.9–10.4, RI.9–10.9, RI.9–10.10 ■ W.9–10.1a, W.9–10.1b, W.9–10.1c ■ SL.9–10.1c ■ L.9–10.4a, L.9– 10.6
1.16 Targeting Your Audience	1	“An Early Start on College,” StarTribune	Editorial Argument Writing and Revising	RI.9–10.6, RI.9–10.2, RI.9–10.5	RI.9–10.1, RI.9–10.3, RI.9– 10.4, RI.9–10.8, RI.9–10.10 ■ W.9–10.1a, W.9–10.1b, W.9– 10.4, W.9–10.5, W.9–10.10 ■ SL.9–10.1c ■ L.9–10.4a
1.17 Evaluating Claims and Reasoning	2–2.5	Why College Isn’t (And Shouldn’t Have to Be) For Everyone,” by Robert Reich “Actually, College Is Very Much Worth It,” by Andrew J. Rotherham	“Opinions Argument Writing and Revising	RI.9–10.2, RI.9–10.8, RI.9–10.6	RI.9–10.1, RI.9–10.3, RI.9– 10.5, RI.9–10.10 ■ W.9– 10.1d, W.9–10.1e, W.9–10.4, W.9–10.10 ■ L.9–10.6
Embedded Assessment 2: Writing an Argumentative Essay	2–3		Argument and Research Writing and Revising	W.9–10.1a, W.9–10.1b, W.9–10.1c, W.9–10.1d, W.9–10.1e	W.9–10.2, W.9–10.4, W.9– 10.5, W.9–10.6, W.9–10.8, W.9–10.9b, W.9–10.10 ■ L.9– 10.1b, L.9–10.2c
Additional Skill Topics Language and Writer’s Craft Grammar and Usage Speaking and Listening ► Verb Mood ► Parallel Structure ► Dashes ► Compound Sentences ► Correlative Conjunctions ► Subjunctive Verbs ► Direct and Indirect Quotations ► Reciprocal Pronouns ► Inappropriate Shifts in Voice ► Discussion Groups ► Role-Playing ► Writing Groups ► Jigsaw ► Choral Reading ► Passage Audio					

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Activity C lass

Periods Text Selections Reading and Focus Additional Writing Focus Standards Standards

2.13 Setting the Mood and Understanding Tone: Wonka Two Ways	2	Charlie and the Chocolate Factory (2005), directed by Tim Burton	Novel Film Explanatory and Research Writing	RL.9–10.1, RL.9–10.7 ■ W.9–10.9, W.9–10.9a	RL.9–10.3, RL.9–10.4, RL.9– 10.5 ■ W.9–10.2, W.9–10.2a, W.9–10.2b, W.9–10.2d ■ SL.9–10.2 ■ L.9–10.1b, L.9– 10.2a, L.9–10.4a, L.9–10.5b, L.9–10.6
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2.14 Revisiting Wonka: Thinking About Effect	1	Charlie and the Chocolate Factory (2005), directed by Tim Burton	Film Narrative Writing	W.9–10.10 ■ L.9–10.6	W.9–10.3a, W.9–10.3b, W.9– 10.3c, W.9–10.3d ■ SL.9– 10.4
2.15 More About Stylistic Effect	2	Charlie and the Chocolate Factory (2005), directed by Tim Burton	Film Explanatory Writing	SL.9–10.1c, SL.9–10.1d	RL.9–10.1, RL.9–10.5 ■ W.9– 10.2a, W.9–10.2b, W.9– 10.2c, W.9–10.2f ■ SL.9– 10.1a ■ L.9–10.6
2.16 Interpreting Style: Tim Burton's Edward Scissorhands	1	Edward Scissorhands (1990), directed by Tim Burton	Film Explanatory Writing	RL.9–10.1, RL.9– 10.5 ■ W.9–10.2b, W.9–10.10	
2.17 Analyzing Burton's Style: Supporting with Textual Evidence	1	Edward Scissorhands (1990), directed by Tim Burton	Film Explanatory Writing	W.9–10.2e ■ SL.9–10.1, SL.9– 10.1a, SL.9–10.1c, SL.9–10.1d	W.9–10.2, W.9–10.2a, W.9– 10.2b ■ SL.9–10.6
2.18 Analyzing Burton's Style: Explaining with Commentary	1	Edward Scissorhands (1990), directed by Tim Burton	Film Explanatory Writing	W.9–10.2, W.9– 10.2a, W.9–10.2d, W.9–10.2e	SL.9–10.1a, SL.9–10.1d, SL.9– 10.6
2.19 Analyzing Burton's Style: Bringing to Closure	1	Edward Scissorhands (1990), directed by Tim Burton	Film Explanatory Writing	W.9–10.2, W.9– 10.2a, W.9–10.10	W.9–10.2c, W.9–10.2f ■ SL.9– 10.1a, SL.9–10.1c, SL.9– 10.1d, SL.9–10.6 ■ L.9–10.1a
2.20 Analyzing Burton's Style: Writing the Analytical Paragraph	2	Edward Scissorhands (1990), directed by Tim Burton	Film Explanatory Writing	W.9–10.2, W.9– 10.2a, W.9–10.2b, W.9–10.5	W.9–10.2c, W.9–10.2e, W.9– 10.2f, W.9–10.10 ■ SL.9– 10.1a, SL.9–10. 1d
2.21 Independent Viewing	2		Explanatory Writing	W.9–10.2, W.9– 10.2a, W.9–10.10	
2.22 Planning a Draft	1		Explanatory Writing	W.9–10.10	W.9–10.2a, W.9–10.2b, W.9– 10.2c, W.9–10.2f, W.9–10.4, W.9–10.5
Embedded Assessment 2: Writing a Style Analysis Essay	3		Explanatory Writing and Revising	W.9–10.2a, W.9– 10.2b, W.9–10.2c, W.9–10.2d, W.9– 10.2e, W.9–10.2f	W.9–10.4, W.9–10.5, W.9– 10.10 ■ L.9–10.1a, L.9–10.1b, L.9–10.2a, L.9–10.2c, L.9– 10.6
Additional Skill Topics Language and Writer's Craft Grammar and Usage Speaking and Listening ► Clauses ► Combining Sentences ► Transitions ► Semicolons ► Reciprocal Pronouns ► Punctuating Dialogue ► Syntax ► Parallel Structure ► Verbals ► Nuance in Word Meanings ► Discussion Groups ► Film Viewing ► Jigsaw ► Role-Playing ► Oral Reading ► Writing Groups					

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Unit 3: Coming of Age in Changing Times

Pacing: 31 (50 Minute)

Activity C lass

Class periods

Periods Text Selections Reading and Focus Additional Writing Focus Standards Standards

3.1 Previewing the Unit	1			W.9–10.10	RL.9–10.10 ■ RI.9–10.10
3.2 Picturing the Past	1	Southern life from the 1930s to the 1960s	Photographs Explanatory Writing	W.9–10.2, W.9–10.2a ■ SL.9–10.2	W.9–10.2b, W.9–10.4, W.9–10.10 ■ SL.9–10.1a, SL.9–10.1c ■ L.9–10.6
3.3 Setting the Context	1	“Jim Crow: Shorthand for Separation,” by Rick Edmonds “Jim Crow Laws,” Martin Luther King, Jr. National Historic Site, compiled by the National Park Service	Informational Texts Research Writing	RI.9–10.2, RI.9–10.3 ■ W.9–10.7	RI.9–10.1, RI.9–10.4, RI.9–10.6, RI.9–10.10 ■ W.9–10.9b ■ L.9–10.4a, L.9–10.6
3.4 Researching and Presenting Information	1	“The Rise and Fall of Jim Crow,” PBS Website	Explanatory and Research Writing	RI.9–10.7 ■ W.9–10.2, W.9–10.2a, W.9–10.7	W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.4, W.9–10.8, W.9–10.9b, W.9–10.10 ■ SL.9–10.1a, SL.9–10.1c, SL.9–10.2, SL.9–10.3, SL.9–10.4, SL.9–10.5, SL.9–10.6
3.5 A Time for Change	1	“Letter from Birmingham Jail,” by Martin Luther King Jr.	Letter Argument Writing	RI.9–10.9, RI.9–10.4, RI.9–10.6	RI.9–10.1, RI.9–10.3, RI.9–10.5, RI.9–10.7, RI.9–10.8, RI.9–10.10 ■ W.9–10.9b ■ SL.9–10.1a, SL.9–10.1c, SL.9–10.3, SL.9–10.4, SL.9–10.6 ■ L.9–10.1b, L.9–10.4a, L.9–10.6
3.6 Voices of Change	1	Civil Rights Timeline	Timeline Explanatory and Research Writing	RI.9–10.1 ■ W.9–10.2, W.9–10.2a	RL.9–10.10 ■ RI.9–10.10 ■ W.9–10.2b, W.9–10.2d, W.9–10.9b, W.9–10.10 ■ L.9–10.6
3.7 Historical Research and Citation	2		Explanatory and Research Writing	W.9–10.7, W.9–10.8 ■ L.9–10.3a	RI.9–10.2, RI.9–10.9 ■ W.9–10.2a, W.9–10.2b, W.9–10.10 ■ SL.9–10.2 ■ L.9–10.3a, L.9–10.6
3.8 Reaching an Audience	1			RI.9–10.7 ■ SL.9–10.2, SL.9–10.5	RL.9–10.7 ■ SL.9–10.1a, SL.9–10.1c ■ L.9–
10.6 Embedded Assessment1: Historical Investigation and Presentation	3		Explanatory and Research Writing	W.9–10.7, W.9–10.8 ■ SL.9–10.1a, SL.9–10.4, SL.9–10.5, SL.9–10.6	W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2f, W.9–10.6
3.9 Previewing Embedded Assessment 2: Writing a Literary Analysis Essay	2			RI.9–10.1 ■ W.9–10.10 ■ L.9–10.6	RI.9–10.2, RI.9–10.4, RI.9–10.5, RI.9–10.6 ■ L.9–10.4a

3.10 A Story of the Times	1	Excerpt from Scout, Atticus and Boo: A Celebration of To Kill a Mockingbird, by Mary McDonagh Murphy	Reflective Texts	RI.9–10.1	RI.9–10.2, RI.9–10.4, RI.9–10.5, RI.9–10.6 ■ L.9–10.4a
3.11 A Scouting Party	1	Excerpt from To Kill a Mockingbird, by Harper Lee Clip from To Kill a Mockingbird, directed by Robert Mulligan	Novel Film Narrative Writing	RL.9–10.1, RL.9–10.3	RL.9–10.4, RL.9–10.5, RL.9–10.7, RL.9–10.10 ■ SL.9–10.1c ■ L.9–10.4a, L.9–10.6
3.12 Conflict with Miss Caroline	1	To Kill a Mockingbird, by Harper Lee	Novel Explanatory Writing	RL.9–10.1, RL.9–10.3 ■ W.9–10.2, W.9–10.2a	
3.13 Analyzing Boo	1	Excerpt from To Kill a Mockingbird, by Harper Lee	Novel Explanatory Writing	RL.9–10.1, RL.9–10.3	RL.9–10.10 ■ SL.9–10.1a, SL.9–10.3, SL.9–10.4, SL.9–10.6 ■ L.9–10.6

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3.14 Questions and Conclusions	1		Explanatory Writing	RL.9–10.1, RL.9–10.2 ■ W.9–10.2f	RL.9–10.3 ■ W.9–10.2a, W.9–10.2b, W.9–10.2d, W.9–10.2e, W.9–10.9a, W.9–10.10 ■ SL.9–10.1c ■ L.9–10.4a, L.9–10.6
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LC 3.14 Language Checkpoint: Using Pronouns (Optional)	1	Narrative Writing and Revising		L.9–10.1, L.9–10.3	
3.15 Two Views of “One Shot”	1	Excerpt from To Kill a Mockingbird, by Harper Lee Clip from To Kill a Mockingbird, directed by Robert Mulligan	Novel Film Explanatory Writing	RL.9–10.2, RL.9–10.7 RL.9–10.1, RL.9–10.3, ,	RL.9–10.10 ■ W.9–10.2a W.9–10.10 ■ SL.9–10.1a ■ L.9–10.6
3.16 Pin the Quote on Atticus	1	Excerpt from To Kill a Mockingbird, by Harper Lee	Novel Explanatory Writing	RL.9–10.1, RL.9–10.3 ■ W.9–10.2, W.9–10.2a	RL.9–10.2, RL.9–10.10 ■ W.9–10.2b, W.9–10.2c, W.9–10.5, W.9–10.9a, W.9–10.10 ■ L.9–10.1b, L.9–10.4c, L.9–10.6
3.17 Shifting Perspectives	1	Excerpt from To Kill a Mockingbird, by Harper Lee	Novel	RL.9–10.1, RL.9–10.2, RL.9–10.7	RL.9–10.3, RL.9–10.5 ■ W.9–10.10
3.18 A Solitary Light	1	Excerpt from To Kill a Mockingbird, by Harper Lee Clip from To Kill a Mockingbird, directed by Robert Mulligan	Novel Film Explanatory Writing	RL.9–10.1, RL.9–10.2, RL.9–10.7	RL.9–10.3, RL.9–10.5 ■ W.9–10.10
3.19 Analyzing Atticus’s Closing Argument	1	Excerpt from To Kill a Mockingbird, by Harper Lee Clip from To Kill a Mockingbird, directed by	Novel Film Argument Writing	RL.9–10.7 ■ W.9–10.1b	RL.9–10.1, RL.9–10.3 ■ W.9–10.1a, W.9–10.1c, W.9–10.9a ■

		Robert Mulligan			L.9–10.1a, L.9–10.6
3.20 Aftermath and Reflection	1	To Kill a Mockingbird, by Harper Lee	Novel Explanatory Writing	RL.9–10.2 ■ W.9–10.2, W.9–10.2a	RL.9–10.1, RL.9–10.3, RL.9–10.10 ■ W.9–10.2b, W.9–10.2c, W.9–10.5, W.9–10.9a ■ SL.9–10.1a, SL.9–10.1b
3.21 Standing in Borrowed Shoes	1	To Kill a Mockingbird, by Harper Lee	Novel Explanatory Writing	RL.9–10.2, RL.9–10.3, RL.9–10.5	RL.9–10.4 ■ L.9–10.6
3.22 “Hey, Boo”	1	To Kill a Mockingbird, by Harper Lee	Novel Explanatory Writing	RL.9–10.1, RL.9–10.2, RL.9–10.3	RL.9–10.5 ■ W.9–10.2c, W.9–10.2f, W.9–10.9a, W.9–10.10
3.23 Controversy in Context	1	Excerpt from “In Defense of To Kill a Mockingbird,” by Nicholas J. Karolides, et al.	Essay Argument and Research Writing	RI.9–10.1, RI.9–10.8 ■ W.9–10.1, W.9–10.1a	RL.9–10.1, RL.9–10.5, RI.9–10.4, RI.9–10.5, RI.9–10.6, RI.9–10.10 ■ W.9–10.1b, W.9–10.2a, W.9–10.9b, W.9–10.10 ■ L.9–10.4a, L.9–10.6
Embedded Assessment 2: Writing a Literary Analysis Essay	3		Explanatory Writing and Revising	W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2e, W.9–10.2f, W.9–10.9a	RL.9–10.1, RL.9–10.2 ■ W.9–10.4, W.9–10.5 ■ L.9–10.2c
Additional Skill Topics Language and Writer’s Craft Grammar and Usage Speaking and Listening ► Citing Sources ► Footnotes and Endnotes ► Incorporating Quotations ► Topic Sentences and Transitions ► Prepositional Phrases ► Clauses ► Present Tense ► Independent Clauses ► Parallel Structure ► Active and Passive Voice ► Discussion Groups ► Jigsaw ► Film Viewing ► Fishbowl Discussion ► Socratic Seminar ► Passage Audio					

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: Unit 4 Pacing: Exploring Poetic Voices 24 (50 Minute)

class periods

Activity Class

Periods Text Selections Reading and Focus Additional Writing Focus Standards Standards

4.1 Previewing the Unit	1			L.9–10.6	
4.2 What Is Poetry?	2	“Poetry,” by Pablo Neruda Excerpt from poemcrazy, by Susan Wooldridge	Poetry Essay Creative Writing	RL.9–10.1, RL.9–10.4	■ RI.9–10.1, RI.9–10.2 ■ W.9–10.4 RL.9–10.10 ■ RI.9–10.4 ■ W.9–10.10 ■ SL.9–10.1a, SL.9–10.1c, SL.9–10.1d, SL.9–10.4 ■ L.9–10.5b, L.9–10.2c, L.9–10.4a, L.9–10.5a, L.9–10.6
4.3 Literary Devices in Poetry	1			RI.9–10.4 ■ SL.9–10.4 ■ L.9–10.6	
4.4 Examining Experiences and Poetic Structure	2	“Nikki-Rosa,” by Nikki Giovanni “We Real Cool,” by Gwendolyn Brooks The Pool Game, by Jacob Lawrence	Poetry Poetry Art Explanatory Writing	RL.9–10.2, RL.9–10.3, RL.9–10.5 ■ W.9–10.4	RL.9–10.1, RL.9–10.7, RL.9–10.10 ■ W.9–10.2a, W.9–10.2c, W.9–10.5, W.9–10.9, W.9–10.10 ■ SL.9–10.1a, SL.9–10.1c ■ L.9–10.4a, L.9–10.5a, L.9–10.6

4.5 Exploring Diction and Imagery	1	"Fast Break," by Edward Hirsch	Poetry Creative Writing	RL.9–10.1	RL.9–10.4, RL.9–10.5, RL.9– 10.10 ■ W.9–10.4 ■ W.9– 10.10 ■ L.9–10.4a
4.6 Extended Metaphor and Hyperbolic Me	2	"Identity," by Julio Noboa Polanco "Ego Tripping," by Nikki Giovanni	Poetry Creative Writing	RL.9–10.2 ■ W.9– 10.4 ■ L.9–10.6	RL.9–10.1, RL.9–10.4, RL.9– 10.10 ■ W.9–10.9, W.9– 10.10 ■ L.9–10.4a, L.9–10.5, L.9–10.5a
4.7 Exploring Theme	1	"Hanging Fire," by Audre Lorde	Poetry Explanatory Writing	RL.9–10.2, RL.9–10.4	RL.9–10.1, RL.9–10.10 ■ W.9–10.2a, W.9–10.2b, W.9–10.2c ■ L.9–10.4a
4.8 Odes to Special Things	1	"Ode to My Socks," by Pablo Neruda, translated by Robert Bly "Abuelito Who," by Sandra Cisneros	Poetry Creative Writing	RL.9–10.4	RL.9–10.1 ■ W.9–10.4, W.9– 10.10 ■ L.9–10.4a, L.9– 10.5a, L.9–10.6
4.9 Coming of Age in Sonnets	1	"Sonnet 18," by William Shakespeare	Sonnet	W.9–10.10 ■ L.9–10.6	RL.9–10.2
Embedded Assessment 1: Creating a Poetry Anthology	2		Explanatory and Creative Writing and Revising	W.9–10.4, W.9– 10.5, W.9–10.6, W.9–10.10	RL.9–10.2, RL.9–10.10 ■ W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2e, W.9–10.2f ■ L.9–10.5a
4.10 Unpacking Embedded Assessment2: Analyzing and Presenting a Poet	1	"Smells Like Teen Spirit," recoded by Nirvana and by Tori Amos	Song Explanatory Writing	RL.9–10.7	RL.9–10.1, RL.9–10.4 ■ W.9–10.2a, W.9–10.2b, W.9–10.9 L.9–10.4a
4.11 Analyzing a Persona Poem	1	"In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers," by Dwight Okita	Poetry Explanatory Writing	RL.9–10.4 ■ W.9–10.2b, W.9–10.9, W.9–10.9a	RL.9–10.1, RL.9–10.5, RL.9– 10.10 ■ W.9–10.2a, W.9– 10.10 ■ L.9–10.4a
4.12 Poetry Analysis of "Young"	1	"Young," by Anne Sexton	Poetry Explanatory Writing	RL.9–10.1, RL.9– 10.2, RL.9–10.4	RL.9–10.5, RL.9–10.10 ■ W.9–10.9 ■ L.9–10.4a
4.13 Poetry Café	1	Combing," by Gladys Cardiff "I Wandered Lonely as a Cloud," by William Wordsworth "Harlem," by Langston Hughes "'Hope' is the thing with feathers," by Emily Dickinson "Scars," by Daniel Halpern "Ozymandias," by Percy Bysshe Shelley "American Hero," by	"Poetry Explanatory Writing	RL.9–10.1	RL.9–10.2, RL.9–10.4, RL.9– 10.10 ■ W.9–10.2a, W.9– 10.2e ■ SL.9–10.1d ■ L.9– 10.1b, L.9–10.5, L.9–10.5a, L.9–10.5b

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Activity Class

Periods Text Selections Reading and Focus Additional

Writing Focus Standards Standards

4.14 Exploring and Analyzing a Poet's Work	1	"Prayer to the Pacific," by Leslie Marmon Silko "In Cold Storm Light," by Leslie Marmon Silko	Poetry Informative Writing	RL.9–10.4, RL.9–10.5 ■ W.9–10.2, W.9–10.2a	RL.9–10.1, RL.9–10.2, RL.9–10.10 ■ W.9–10.9 ■ L.9–10.4a, L.9–10.5a
4.15 Choosing and Researching a Poet	2		Research Writing	RL.9–10.2, RL.9–10.4 ■ W.9–10.7	RL.9–10.1 ■ W.9–10.9 ■ L.9–10.4a
4.16 Generating a Rhetorical Plan	1		Informative and Research Writing	W.9–10.2, W.9–10.2a, W.9–10.5	RL.9–10.1 ■ W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2f, W.9–10.4, W.9–10.9
Embedded Assessment 2: Analyzing and Presenting a Poet	2		Informative and Research Writing and Revising	W.9–10.4, W.9–10.5, W.9–10.7, W.9–10.9, W.9–10.10	RL.9–10.1, RL.9–10.2, RL.9–10.4, RL.9–10.5, RL.9–10.10 ■ W.9–10.2a, W.9–10.2b, W.9–10.2c, W.9–10.2d, W.9–10.2e, W.9–10.2f ■ L.9–10.2c
Additional Skill Topics Language and Writer's Craft Grammar and Usage Speaking and Listening ► Verbals ► Clauses and Phrases ► Oral Reading ► Discussion Groups ► Writing Groups ► Choral Reading ► Presenting ► Passage Audio					

Activity Class

Periods Text Selections Reading and Focus Additional Writing Focus Standards Standards

5.1 Previewing the Unit	1			W.9–10.10 ■ L.9–10.6	RL.9–10.10
5.2 Shakespeare's Age	1–2	Excerpt from As You Like It, by William Shakespeare	Monologue Explanatory Writing	RL.9–10.1, RL.9–10.2 ■ W.9–10.7	RL.9–10.4 ■ RL.9–10.2, RL.9–10.7 ■ W.9–10.6, W.9–10.8 ■ SL.9–10.1a, SL.9–10.4, SL.9–10.5, SL.9–10.6 ■ L.9–10.4a, L.9–10.4c, L.9–10.5a, L.9–10.6
5.3 A Sonnet Sets the Stage	1	Prologue from Romeo and Juliet, by William Shakespeare	Drama	RL.9–10.1, RL.9–10.4, RL.9–10.5	RL.9–10.2, RL.9–10.6, RL.9–10.10 ■ L.9–10.4a, L.9–10.4c, L.9–10.6
5.4 Conflict Up Close	1	Romeo and Juliet, by William Shakespeare (Act I)	Drama	RL.9–10.1, RL.9–10.4	RL.9–10.2, RL.9–10.3, RL.9–10.6, RL.9–10.10 ■ SL.9–10.1a, SL.9–10.4, SL.9–10.6 ■ L.9–10.6 ■ L.9–10.4a, L.9–10.4c
5.5 Talking by Myself	2	Romeo and Juliet, by William Shakespeare (Act I)	Drama Explanatory Writing	RL.9–10.1, RL.9–10.2, RL.9–10.3, RL.9–10.5	W.9–10.2a, W.9–10.2b, W.9–10.2d ■ SL.9–10.1a, SL.9–10.1b, SL.9–10.1d ■ L.9–10.5a, L.9–10.6
5.6 Party Blocking	1	Two film interpretations of Romeo and Juliet (Act I)	Film Argument Writing	RL.9–10.1, RL.9–10.7 ■ L.9–10.6	

5.7 Acting Companies	1	Posters and Flyers from Shakespeare Productions	Images Explanatory and Research Writing	RL.9–10.3, RL.9–10.7 ■ SL.9–10.1b	RL.9–10.1, RL.9–10.2, RL.9–10.10 ■ W.9–10.2a, W.9–10.7, W.9–10.8, W.9–10.10 ■ SL.9–10.2 ■ L.9–10.2b, L.9–10.6
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5.8 What's in a Setting?	2	Romeo and Juliet, by William Shakespeare (Act II) Excerpt from West Side Story, by Arthur Laurents Two film interpretations of Romeo and Juliet Explanatory Text	Drama Script Film Argument and Explanatory Writing	RL.9–10.1, RL.9–10.3, RL.9–10.7	RL.9–10.2, RL.9–10.5, RL.9–10.9 ■ W.9–10.1b, W.9–10.1c, W.9–10.2a ■ L.9–10.6
5.9 Friends and Foils	1	Romeo and Juliet, by William Shakespeare (Act II) Explanatory Writing	Drama	RL.9–10.3 ■ SL.9–10.2c, SL.9–10.2d	RL.9–10.1, RL.9–10.2 ■ SL.9–10.1, SL.9–10.1a, SL.9–10.3 ■ L.9–10.6
5.10 A Wedding and a Brawl	2	Romeo and Juliet, by William Shakespeare (Act II–III) A film interpretation of Romeo and Juliet	Drama Film Argument and Research Writing	RL.9–10.2, RL.9–10.3, RL.9–10.5, RL.9–10.7	RL.9–10.1, RL.9–10.4, RL.9–10.10 ■ W.9–10.1a, W.9–10.1b, W.9–10.1c, W.9–10.8, W.9–10.10 ■ SL.9–10.1a, SL.9–10.1b, SL.9–10.1c, SL.9–10.1d ■ L.9–10.5a, L.9–10.6
5.11 Emotional Roller Coaster	1	Romeo and Juliet, by William Shakespeare (Act III)	Drama Explanatory Writing	RL.9–10.2, RL.9–10.3, RL.9–10.5	W.9–10.2a, W.9–10.10
5.12 TWISTing Their Words	1	Romeo and Juliet, by William Shakespeare (Act II–III)	Drama	RL.9–10.3, RL.9–10.4	RL.9–10.1, RL.9–10.2, RL.9–10.10 ■ SL.9–10.1c, SL.9–10.1d, SL.9–10.3 ■ L.9–10.5a, L.9–10.5b
5.13 A Desperate Plan	1	Romeo and Juliet, by William Shakespeare (Act IV)	Drama	RL.9–10.3, RL.9–10.5	RL.9–10.1, RL.9–10.2, RL.9–10.4, RL.9–10.7 ■ W.9–10.10 ■ SL.9–10.1c
5.14 The Fault in Their Stars	1	Romeo and Juliet, by William Shakespeare (Act V) A film interpretation of Romeo and Juliet	Drama Film Reflective Writing	RL.9–10.5 ■ W.9–10.1, W.9–10.1a, W.9–10.4 ■ SL.9–10.3	RL.9–10.7, RL.9–10.10 ■ W.9–10.1b, W.9–10.1c, W.9–10.5, W.9–10.7, W.9–10.8, W.9–10.10 ■ SL.9–10.1a, SL.9–10.1c, SL.9–10.1d ■ L.9–10.6
Embedded Assessment 1: Presenting a Dramatic Interpretation	4		Explanatory Writing	RL.9–10.1, RL.9–10.2, RL.9–10.3, RL.9–10.4, RL.9–10.10 ■ SL.9–10.1a, SL.9–10.6	RL.9–10.6, RL.9–10.7 ■ W.9–10.2f
5.15 Previewing Embedded Assessment 2: Is Shakespeare Relevant?	1.5		Argument Writing	W.9–10.1, W.9–10.1a ■ SL.9–10.4	RL.9–10.8, RL.9–10.10 ■ W.9–10.1a, W.9–10.1b, W.9–10.1c, W.9–10.10 ■ SL.9–10.1a, SL.9–10.1b, SL.9–10.1c, SL.9–10.3, SL.9–10.6 ■ L.9–10.4c, L.9–10.6
5.16 Shakespeare in the Modern Age	1.5	"On the Bard's Birthday, Is Shakespeare Still Relevant?" by Alexandra Petri	Article Argument Writing	RL.9–10.4, RL.9–10.6 ■ W.9–10.1, W.9–10.1a	RL.9–10.1, RL.9–10.2, RL.9–10.3, RL.9–10.5, RL.9–10.8, RL.9–10.10 ■ W.9–10.1b, W.9–10.5, W.9–10.9b ■ L.9–10.6

5.17 Shakespeare's Globe	1.5	"Britain Puts on a Shakespeare Marathon as World Arrives for the Olympic Games," by Jill Lawless "On Love and War, Iraq Learns from Shakespeare," by Shelina Zahra Janmohamed	Articles Argument Writing	RI.9–10.2, RI.9–10.6 ■ W.9–10.1, W.9–10.1c	RI.9–10.1, RI.9–10.4, RI.9–10.5, RI.9–10.10 ■ W.9–10.1b, W.9–10.1c, W.9–10.4, W.9–10.5, W.9–10.9b, W.9–10.10 ■ L.9–10.6
5.18 Did Shakespeare Invent Teenagers?	1.5	Excerpt from How Shakespeare Changed Everything, by Stephen Marche	News Article Argument Writing and Revising	RI.9–10.1 ■ W.9–10.1, W.9–10.1a, W.9–10.1b	RI.9–10.2, RI.9–10.4, RI.9–10.5, RI.9–10.6 ■ W.9–10.1c, W.9–10.1d, W.9–10.1e, W.9–10.4, W.9–10.5 ■ L.9–10.6
5.19 Shakespeare Behind Bars	1	"Kentucky Inmates Turned Actors Explore Selves Through Shakespeare Play," by Sean Rose	New Article Argument Writing	RI.9–10.4, RI.9–10.5, RI.9–10.6	RI.9–10.1, RI.9–10.2, RI.9–10.3, RI.9–10.8, RI.9–10.10 ■ W.9–10.1a, W.9–10.1b
5.20 Give Up the Bard	1	"Why It's Time to Give the Bard the Heave-ho!" by Brandon Robshaw	Opinion Revising	RI.9–10.8, RI.9–10.5, RI.9–10.6	RI.9–10.1, RI.9–10.2, RI.9–10.10 ■ W.9–10.4, W.9–10.5, W.9–10.10 ■ L.9–10.5a, L.9–10.6
Embedded Assessment 2: Writing a Synthesis Argument	2		Argument and Research Writing and Revising	W.9–10.1a, W.9–10.1b, W.9–10.1c, W.9–10.1d, W.9–10.1e	RI.9–10.1, RI.9–10.7, RI.9–10.8 ■ W.9–10.4, W.9–10.5, W.9–10.8, W.9–10.9
Additional Skill Topics Language and Writer's Craft Speaking and Listening ► Rhetorical Questions ► Using and Citing Sources ► Debate ► Drama Games ► Discussion Groups ► Film Viewing ► Role-Playing ► Oral Reading ► Performing ► Choral Reading ► Fishbowl Discussion					

Multicultural Academy Educational Plan High School 2022-23 Grade 9

Mathematics Scope and Sequence	
Module and Approximate Number of Instructional Days	Standards Addressed in Algebra I Modules

	<p>equations and inequalities graphically</p> <p>A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
Module 2: Descriptive Statistics (25 days)	<p>Summarize, represent, and interpret data on a single count or measurement variable</p> <p>S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>★ S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (mediamean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>★ S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).</p> <p>Recognize possible associations and trends in the data. ★</p> <p>S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.10</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.11 c.</p> <p>Fit a linear function for a scatter plot that suggests a linear association.12</p> <p>Interpret linear models S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★</p> <p>S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit. ★</p> <p>S-ID.9 Distinguish between correlation and causation. ★</p>
Module 3: Linear and Exponential Functions (35 days)	<p>Write expressions in equivalent forms to solve problems</p> <p>A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^{12t} can be rewritten as $(1.15^{1/12})^{12t} \approx 1.01^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.13</p> <p>Create equations that describe numbers or relationships A-CED.114</p> <p>Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. ★</p> <p>Represent and solve equations and inequalities graphically</p> <p>A-REI.1115 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>

★ Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. F-IF.316 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context F-IF.417 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

★ F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ★

F-IF.618 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★ Analyze functions using different representations F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.919 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. Build a function that models a relationship between two quantities

F-BF.120 Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. Build new functions from existing functions F-BF.321 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Construct and compare linear, quadratic, and exponential models and solve problems F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. F-LE.222 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ★ F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. ★ Interpret expressions for functions in terms of the situation they model F-LE.523 Interpret the parameters in a linear or exponential function in terms of a context. ★

Module 4: Polynomial and Quadratic Expressions, Equations and Functions (30 days)	<p>Use properties of rational and irrational numbers. N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. Interpret the structure of expressions A-SSE.1 Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients.24</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. A-SSE.225 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. Write expressions in equivalent forms to solve problems A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★ a. Factor a quadratic expression to reveal the zeros of the function it defines.26 b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Perform arithmetic operations on polynomials A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. Understand the relationship between zeros and factors of polynomials A-APR.327 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Create equations that describe numbers or relationships A-CED.128 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. ★ A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★ Solve equations and inequalities in one variable A-REI.429 Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. 30 Represent and solve equations and inequalities graphically A-REI.1131 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★ Interpret functions that arise in applications in terms of the context F-IF.432 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★ F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ★ F-IF.633</p>

	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from
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	<p>a graph.★ Analyze functions using different representations F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★ a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and</p> <p>symmetry of the graph, and interpret these in terms of a context. F-IF.934 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. Build new functions from existing functions F-BF.335 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them</p>
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Module 5: A Synthesis of Modeling with Equations and Functions (20 days)	<p>Reason quantitatively and use units to solve problems. N-Q.336 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Create equations that describe numbers or relationships A-CED.137 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. ★ A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★ Interpret functions that arise in applications in terms of the context F-IF.438 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ★ F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ★ F-IF.639 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★ Build a function that models a relationship between two quantities F-BF.140 Write a function that describes a relationship between two quantities. ★ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. Construct and compare linear, quadratic, and exponential models and solve problems F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. ★ b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. F-LE.241 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input output pairs (include reading these from a table)</p> <p>Active Physics</p>
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Science and Engineering Practices	
Asking questions (for science) and defining problems (for engineering)	Chapter 1 - Chapter Challenge, pp. 2-7, 120-121 Chapter 2 - Chapter Challenge, pp. 128- 131, 248-249 Chapter 3 - Chapter Challenge, pp. 256-259, 336-337 Chapter 4 - Chapter Challenge, pp. 344-347, 472-473 Chapter 5 - Chapter Challenge, pp. 480-483, 586-587 Chapter 6 - Chapter Challenge, pp. 594-597, 702-703 Chapter 7 - Chapter Challenge, pp. 710-713, 780-781 Chapter 8 - Chapter Challenge, pp.788-791, 894-895 Chapter 9 - Chapter Challenge, pp. 902-905, 990-991
Developing and using models	Making use of models to develop deeper understanding of difficult concepts is emphasized throughout Active Physics . The "Investigate" sections have students creating physical or diagrammatic models to help illustrate events that are difficult to observe directly. Chapter 1 - pp. 9-11, 23-25, 34-36, 52-58, 75-77, 90-97, 105-109 Chapter 2 - pp. 132-133, 145-147, 157-159, 174-176, 184-187, 198-200, 210-212, 220-222, 234-237 Chapter 3 - pp. 260-262, 266-268, 277-278, 292-294, 304-305, 310-312, 321-323 Chapter 4 - pp. 346-352, 360-363, 372-374, 382-384, 392-395, 406-410, 420-424, 436-438, 448-450, 458-460 Chapter 5 - pp. 484-486, 492-496, 508-510, 518-520, 530-533, 538-541, 548-551, 558-561, 567-569, 577- 578 Chapter 6 - pp. 598-599, 606-609, 614-617, 623-624, 631-633, 644-646, 664-666, 678- 680, 691-693 Chapter 7 - pp. 714-717, 726-727, 734-736, 746-748, 756-758, 765-768 Chapter 8 - pp. 792-794, 808-809, 817-820, 827-830, 840-846, 853-857, 862-866, 874-877, 883-886 Chapter 9 - pp. 906-907, 912-914, 922-924, 932-934, 943-945, 956-959, 965-967, 972-974, 981-983

3. Planning and carrying out investigations	Students conduct investigations, analyze and interpret data, and present multiple potential solutions through inquiry based processes during the "Investigate" sections. Students connect the new information they are learning to what they already know. Chapter 1 - pp. 9- 11, 23-25, 34-36, 52-58, 75-77, 90-90-97, 105-109 Chapter 2 - pp. 132-135, 145-147, 157- 159, 174-176, 184-187, 198-200, 210-212, 220-222, 234-237 Chapter 3 - pp. 260-262, 266- 268, 277-278, 292-294, 304-305, 310-312, 322-323 Chapter 4 - pp. 348-352, 360-363, 372- 374, 382-384, 392-395, 406-410, 420-424, 436-438, 448-450, 458-460 Chapter 5 - pp. 484- 486, 492-498, 508-510, 518-520, 530-533, 538-541, 548-551, 558-561, 567-569, 577-578 Chapter 6 - pp. 598-600, 606-609, 614-617, 623-624, 631-633, 644-646, 664-666, 678-680, 691-693 Chapter 7 - pp. 714-717, 726-727, 734-736, 746-748, 756-758, 765-768 Chapter 8 - pp. 792-794, 808, 817-820, 827-830, 840-846, 853-857, 862-866, 874-877, 883-886 Chapter 9 - pp. 906-907, 912-914, 922-924, 932-934, 943-945, 956-959, 965-967, 972-974, 981-983
4. Analyzing and interpreting data	Throughout Active Physics , students have multiple opportunities to analyze and interpret data and develop strong evidence to validate their findings. To complete the "Chapter Challenge," students are encouraged to rely on one another as a resource of information and design ideas. Chapter 1 - pp. 9-11, 23-25, 34-36, 52-58, 75-77, 90-90-97, 105-109 Chapter 2 - pp. 132-135, 145-147, 157-159, 174-176, 184-187, 198-200, 210-212, 220-222, 234-237 Chapter 3 - pp. 260-262, 266-268, 277-278, 292-294, 304-305, 310-312, 322-323 Chapter 4 - pp. 348-352, 360-363, 372-374, 382-384, 392-395, 406-410, 420-424, 436-438, 448-450, 458-460 Chapter 5 - pp. 484-486, 492-498, 508-510, 518-520, 530-533, 538-541, 548-551, 558-561, 567-569, 577-578 Chapter 6 - pp. 598-600, 606-609, 614-617, 623-624, 631-633, 644-646, 664-666, 678-680, 691-693 Chapter 7 - pp. 714-717, 726-727, 734-736, 746-748, 756-758, 765-768 Chapter 8 - pp. 792-794, 808, 817-820, 827-830, 840-846, 853-857, 862- 866, 874-877, 883-886 Chapter 9 - pp. 906-907, 912-914, 922-924, 932-934, 943-945, 956- 959, 965-967, 972-974, 981-983
5. Using mathematics and computational thinking	Active Physics challenges students mathematical and computational thinking as they analyze data within each "Investigate" activity. (Examples: pp. 9-11, 23-25, 34-36, 52-58, 75-77, 90-90-97, 105-109.) The "Physics Talk" feature requires students to analyze graphs, data charts, equations and diagrammatic models to develop conceptual understanding of the content. The "Physics To Go" and "Practice Tests" provides students with practice in mathematical skills. Chapter 1 - pp. 12-13, 19, 25-27, 32, 37-46, 49-51, 58-64, 68, 78-82, 88, 98-100, 103-104, 109-110, 114-115 Chapter 2 - pp. 134-138, 143-144, 148-151, 154- 156, 160-167, 171-173, 177-178, 182-183, 188-189, 194-195, 201-205, 208, 212-214, 218- 219, 222-227, 232-233, 237-241, 244-245 Chapter 3 - pp. 263, 265, 268-271, 274-275, 279- 287, 290-291, 294-297, 299, 306-307, 309, 312-315, 319-320, 324-329, 332 Chapter 4 - pp. 353-354, 358-359, 363-367, 370-371, 374-377, 380-381, 385-387, 390-391, 396-399, 402- 403, 410-415, 418-419, 425-429, 433-435, 439-442, 446-447, 450-453, 456-457, 460-464 Chapter 5 - pp. 486-487, 490-491, 498-502, 505-507, 510-514, 517, 521-523, 526-527, 533- 534, 537, 541-543, 546, 551-552, 555-557, 561-562, 565-566, 570-571, 574-575, 579-580, 583 Chapter 6 - pp. 600-601, 604-605, 609-610, 612-613, 617-618, 621-622, 625-626, 629-630, 633-638, 641-643, 646-654, 658-661, 666-672, 676-677, 680-682, 686-689, 693-695, 698-699 Chapter 7 - pp. 717-720, 724-725, 727-729, 732, 736-739, 742-743, 748-751, 754-

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	755, 758-762, 764, 768-771, 775-776 Chapter 8 - pp. 795-800, 805-807, 810-812, 815-816, 820-823, 825-826, 831-834, 837, 846-849, 851-852, 858, 860-861, 866-867, 871-872, 877- 878, 881-882, 887, 890-891 Chapter 9 - pp. 908, 911, 915-916, 919-921, 924-927, 930-931, 935-937, 941-942, 945-948, 952, 959-961, 964, 968, 970-971, 975-976, 979, 980, 983-985, 987
6. Constructing explanations (for science) and designing solutions (for engineering)	Chapter 1 - Chapter Challenge, pp. 2-7, 120-121 Chapter 2 - Chapter Challenge, pp. 128- 131, 248-249 Chapter 3 - Chapter Challenge, pp. 256-259, 336-337 Chapter 4 - Chapter Challenge, pp. 344-347, 472-473 Chapter 5 - Chapter Challenge, pp. 480-483, 586-587 Chapter 6 - Chapter Challenge, pp. 594-597, 702-703 Chapter 7 - Chapter Challenge, pp. 710-713, 780-781 Chapter 8 - Chapter Challenge, pp.788-791, 894-895 Chapter 9 - Chapter Challenge, pp. 902-905, 990-991
7. Engaging in argument from evidence	Chapter 1 - Chapter Challenge, pp. 2-7, 120-121 Chapter 2 - Chapter Challenge, pp. 128- 131, 248-249 Chapter 3 - Chapter Challenge, pp. 256-259, 336-337 Chapter 4 - Chapter Challenge, pp. 344-347, 472-473 Chapter 5 - Chapter Challenge, pp. 480-483, 586-587 Chapter 6 - Chapter Challenge, pp. 594-597, 702-703 Chapter 7 - Chapter Challenge, pp. 710-713, 780-781 Chapter 8 - Chapter Challenge, pp.

	788-791, 894-895 Chapter 9 - Chapter Challenge, pp. 902-905, 990-991
8. Obtaining, evaluating, and communicating information	In every chapter, the "Chapter Challenge" and "Chapter Mini-Challenge" culminate with a public presentation and communication of ideas, findings, data, and recommendations. Students present their ideas and scientific findings with the use of a poster, chart, diagram, model, play, or skit. Chapter 1 - Chapter Challenge and Chapter Mini-Challenge, pp. 2-7, 72-74, 120-121 Chapter 2 - Chapter Challenge and Chapter Mini-Challenge, pp. 128-131, 196-197, 248-249 Chapter 3 - Chapter Challenge and Chapter Mini-Challenge, pp. 256-259, 302-303, 336-337 Chapter 4 - Chapter Challenge and Chapter Mini-Challenge, pp. 344-347, 404-405, 472-473 Chapter 5 - Chapter Challenge and Chapter Mini-Challenge, pp. 480-483, 528-529, 586-587 Chapter 6 - Chapter Challenge and Chapter Mini-Challenge, pp. 594-597, 662-663, 702-703 Chapter 7 - Chapter Challenge and Chapter Mini-Challenge, pp. 710-713, 744-745, 780-781 Chapter 8 - Chapter Challenge and Chapter Mini-Challenge, pp. 788-791, 838-839, 894-895 Chapter 9 - Chapter Challenge and Chapter Mini-Challenge, pp. 902-905, 954-955, 990-991

Cross Cutting Concepts	
Concepts:	Active Physics Location:
1. Patterns	Active Physics provides ample opportunities for students to explore similarities and diversity in natural events and observable phenomenon. Pattern recognition as well as graphical representation of data help students develop an understanding of patterns on several time and size scales. Chapter 1 - pp. 52-64 Chapter 2 - pp. 157-169, 184-189 Chapter 3 - pp. 310-315 Chapter 4 - pp. 360-367, 448-453 Chapter 5 - pp. 484-487, 492-502, 508- 514, 518-524, 577-580 Chapter 6 - pp. 664-672 Chapter 7 - pp. 765-771 Chapter 8 - pp. 862- 867
2. Cause and effect	The Active Physics program provides ample opportunity for students to explore how the events of the natural world have understandable causes at several size and time scales. Cause and Effect is a primary concept found in chapters "Physics in Action," "Safety," and "Sports on the Moon." Chapter 1 - pp. 52, 75 Chapter 2 - pp. 132, 157, 174, 198, 210, 220, 234 Chapter 3 - pp. 260, 266, 277, 292, 304, 310, 321 Chapter 4 - pp. 348, 360, 372, 382, 406, 420, 448 Chapter 5 - pp. 482, 508, 567 Chapter 6 - pp. 644 Chapter 7 - pp. 714 Chapter 8 - pp. 792, 883 Chapter 9 - pp. 912, 922, 932, 943, 956, 965, 972, 981.
3. Scale, proportion, and quantity	Scale, proportion and quantity are emphasized throughout the Active Physics program as students deepen their understanding of time, size, energy, ratios and the mathematical relationship between disparate events. Change over time and relative scales of the very large and very small are explored by student graphical representation of data. Chapter 1 - pp. 34- 46, 52-65, 90-100 Chapter 2 - pp. 132-142, 157-173, 174-183, 184-189, 210-216, 220-227, 234-241 Chapter 3 - pp. 266-271, 277-285, 292-298 Chapter 4 - pp. 348-356, 360-368, 372- 378, 382-389, 406-417,420-430, 436-446, 448-453 Chapter 5 - pp. 484-487, 492-502, 508- 514, 518-524, 538-557, 567-576 Chapter 6 - pp. 606-612, 623-643, 678-690, Chapter 7 - pp. 714-720, 746-755, 765-771 Chapter 8 - pp. 792-800, 808-826, 862-867, 883-891
4. Systems and system models	A wide range of activities throughout Active Physics support the concept of systems and system models . Students develop increasingly sophisticated ability to organize related groups of objects or events into interactions within the whole. They analyze the forces acting on the system as well as matter and energy flowing through the system. Chapter 1 - pp. 34- 46, 52-65, 90-100 Chapter 2 - pp. 132-142, 157-173, 174-183, 184-189, 210-216, 220-227,

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	234-241 Chapter 3 - pp. 260-265, 266-271, 277-285, 292-298 Chapter 4 - pp. 304-309, 348- 356, 360-368, 372-378, 382-389, 406-417,420-430, 436-446, 448-453 Chapter 5 - pp. 484- 487, 492-502, 508-514, 518-524, 538-557, 567-576 Chapter 6 - pp. 606-612, 623-643 Chapter 7 - pp. 714-720, 746-755, 765-771 Chapter 8 - pp. 792-800, 808-826, 862-867, 883- 891 Chapter 9 - pp. 922-931, 956-964
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5. Energy and matter	Students gain the ability to examine and model the transfer of energy through natural systems in several Active Physics chapters. Inputs, outputs, flows, and transfers of energy are examined in systems at various time and size scales. Chapter 1 - pp. 34-46, 52-65, 90-100 Chapter 2 - pp. 132-142, 157-173, 174-183, 184-189, 210-216, 220-227, 234-241 Chapter 3 - pp. 260-265, 266-271, 277-285, 292-298 Chapter 4 - pp. 304-309, 348-356, 360-368, 372-378, 382-389, 406-417, 420-430, 436-446, 448-453 Chapter 5 - pp. 484-487, 492-502, 508-514, 518-524, 538-557, 567-576 Chapter 6 - pp. 606-612, 623-643 Chapter 7 - pp. 714-720, 746-755, 765-771 Chapter 8 - pp. 792-800, 808-826, 862-867, 883-891 Chapter 9 - pp. 922-931, 956-964 Understanding the function of natural
6. Structure and function	Understanding the function of natural and built systems depends on the shapes and relationships of its parts as well as the properties of component material. Chapters, "Let Us Entertain You" and "Toys for Understanding," provide a particularly rich exposure to this concept as students explore musical instruments and electrical toys. Chapter 2 - pp. 174-183, 210-216, 220-227 Chapter 3 - pp. 277-285 Chapter 4 - pp. 372-378, 436-446 Chapter 5 - pp. 484-487, 492-502, 508-514, 518-524, 530-535, 538-557, 567-576, 577-580 Chapter 6 - pp. 614-618, 623-643, 644-654 Chapter 7 - pp. 714-720, 726-731, 746-755, 765-771 Chapter 8 - pp. 827-834, 853-858, 874-877 Chapter 9 - pp. 912-916, 965-970.
7. Stability and change	Stability and change of natural systems over short and long time scales, and macro, micro size scales is explored throughout the Active Physics program. Students are provided examples of feedback mechanisms that drive instability or control equilibrium as they deepen their understanding of this concept. A wide range of activities across the Active Physics chapters support the concept of stability and change. Chapter 1 - pp. 52-65, 75-77, 90-100 Chapter 2 - pp. 132-142, 145-155, 157-173, 174-183, 198-208, 210-216, 220-227, 234-241 Chapter 3 - pp. 260-265, 266-271, 277-285, 292-298 Chapter 4 - pp. 304-309, 310-315, 321-333, 348-356, 360-368, 372-378, 382-389, 392-399, 406-417, 420-430, 436-446, 448-453 Chapter 5 - pp. 492-502, 518-524, 567-576, 577-580 Chapter 6 - pp. 606-612, 664-672, 678-688 Chapter 7 - pp. 714-720, 726-731, 746-755 Chapter 8 - pp. 808-826, 827-834, 840-848, 862-867, 883-891 Chapter 9 - pp. 912-918, 922-931, 956-964, 965-964.

Performance Expectations	
Expectations	Active Physics Location
HS. Structure and Properties	
HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Preparation to meet this Performance Expectation can be found in Active Chemistry .
HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Preparation to meet this Performance Expectation can be found in Active Chemistry .
HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	Chapter 8 - pp. 862-873, 874-882, 883-891
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*	Preparation to meet this Performance Expectation can be found in Active Chemistry
HS. Chemical Reaction	
HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the	Preparation to meet this Performance Expectation can be found in Active Chemistry

periodic table, and knowledge of the patterns of chemical properties.	
HS-PS1-4. Develop a model to illustrate that the	Preparation to meet this Performance Expectation can be found in Active Chemistry .

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release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy	
HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	Preparation to meet this Performance Expectation can be found in Active Chemistry .
HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*	Preparation to meet this Performance Expectation can be found in Active Chemistry .
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Preparation to meet this Performance Expectation can be found in Active Chemistry
HS. Forces and Interactions	
HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.	Chapter 2 - pp. 157-173 Chapter 3 - pp. 292-301 Chapter 4 - pp. 406-419 Chapter 9 - pp.922-931
HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Chapter 3 - pp. 304-309, 310-320
Expectations:	Active Physics Location:
HS. Energy	
HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known	Chapter 2 - pp. 234-243 Chapter 3 - pp. 277-291 Chapter 4 - pp. 360-371, 372-381 Chapter 6 - pp. 678-690 Chapter 8 - pp. 874-882, 883-891 Chapter 9 - pp. 943-952
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).	Chapter 2 - pp. 220-233 Chapter 6 - pp. 664-676 Chapter 8 - pp. 827-837
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*	Chapter 4 - pp. 458-469 Chapter 6 - pp. 678-690, 691-697 Chapter 7 - pp. 734-743, 746- 755
HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	Chapter 6 - pp. 664-676

HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Chapter 4 - pp. 448-457 Chapter 7 - pp. 714-725 Chapter 8 - pp. 792-805
HS. Waves and Electromagnetic Radiation	
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	Chapter 5 - pp. 484-491, 492-507, 508-517, 518-527
HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of	Chapter 5 - pp. 571

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information.	
HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	Chapter 7 - pp. 765-777 Chapter 8 - pp. 840-852
HS-PS4-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	Preparation to meet this Performance Expectation can be found in Active Chemistry .
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*	Preparation to meet this Performance Expectation can be found in EarthComm .
HS. Engineering Design	
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	Chapter 1 - pp. 2-7, 72-74, 120-121 Chapter 3 - pp. 256-259, 302-303, 336-337 Chapter 4 - pp. 344-347, 404-405, 472-473 Chapter 6 - pp. 594-597, 662-663 Chapter 7 - pp. 710-713, 744-745
HS-ETS1-2. Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	Chapter 1 - pp. 2-7, 72-74, 120-121 Chapter 2 - pp. 128-131, 196-197, 248-249 Chapter 3 - pp. 256-259, 302-303, 336-337 Chapter 4 - pp. 344-347, 404-405, 472-473 Chapter 5 - pp. 480-483, 528-529, 586-587 Chapter 6 - pp. 594-597, 662-663 Chapter 7 - pp. 710-713, 744-745, 780-781 Chapter 8 - pp. 788-791, 838-839, 894-895 Chapter 9 - pp. 902-905, 954-955, 990-991
HS-ETS1-3. Evaluate a solution to a complex real world problem based on prioritized criteria and trade offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Chapter 3 - pp. 256-259, 302-303 Chapter 4 - pp. 344-347, 404-405
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	Chapter 1 - pp. 90-100

Active Physics Scope and Sequence

4 Week s	<p>Chapter 1: Driving the roads <i>Chapter Challenge: Students demonstrate their knowledge of the physics of driving by making a presentation to a board of driving instructors.</i></p> <p>Through a series of activities, students learn about average and instantaneous speed and then connect information about reaction time, speed, and velocity to tailgating. They explore acceleration, positive and negative, in the context of the time required to bring a vehicle to a stop and decision-making at a yellow light. They also learn about centripetal force and acceleration and relate it to driving on curves.</p>
4 Week s	<p>Chapter 2: Physics in Action <i>Chapter Challenge: Students develop a 2–3 minute voice-over for a sports clip explaining the physics involved in the sport.</i></p> <p>Students measure motion and learn about speed and acceleration. Through explorations, they learn about force and “discover” Newton’s three laws of motion and how they relate to sports. They also investigate acceleration due to gravity as well as physical and mathematical models of projectile motion. They explore friction, calculate the coefficient of friction, and consider the effect of friction in sports. Then they learn about gravitational potential energy, kinetic energy, spring potential energy, the law of conservation of energy, and how energy and work are related.</p>
3 Week s	<p>Chapter 3: Safety <i>Chapter Challenge: Students design a safety system to protect passengers during a collision.</i></p> <p>Students use Newton’s first law to describe what happens during a collision and apply the concept of pressure to the design of a seatbelt. They observe the effect of spreading a force over a greater distance and explain their observations using the work-energy theorem. After exploring the effects of a rear-end collision, they use Newton’s laws to describe how whiplash occurs. Students investigate the law of conservation of momentum by analyzing collisions. They measure velocity and force on a vehicle during impact and describe the relationship between impulse and momentum.</p>
4 weeks	<p>Chapter 4: Thrills and Chills <i>Chapter Challenge: Students modify the design of a roller coaster to meet the needs of a specific group of riders.</i></p> <p>Students use gravitational and potential energy to explain their observations of a ball rolling down an incline and a swinging pendulum. They investigate spring potential energy and explore the law of conservation of energy. They determine the relationship between gravitational force and distance. Students learn about the difference between mass and weight, and determine Hooke’s law and calculate spring potential energy. Newton’s second law for net forces is used to analyze a free-body diagram for objects undergoing acceleration. Students investigate centripetal force and apply it to a roller coaster. They pull a mass up different routes to a fixed height and develop a definition of work and its relationship to power. Students develop concept maps on force and energy and explore examples of each on a roller coaster.</p>
3 weeks	<p>Chapter 5: Let us Entertain You <i>Chapter Challenge: Students design a sound and light show.</i></p> <p>Students connect vibrations and waves to sound. They observe transverse and longitudinal waves and investigate the relationship between speed and amplitude, medium on wave speed, the principle of superposition, and the relationship between speed and frequency, in order to construct instruments for their</p>

	<p>sound show. To design their light show, students explore reflected light, plane and curved mirrors, refraction of light, the effect of lenses, and color.</p>
3 Weeks	<p>Chapter 6: Electricity for Everyone <i>Chapter Challenge: Students design an appliance package for a family home that is powered by a wind driven generator.</i></p> <p>Students explore current, voltage, and resistance in parallel and series circuits. They create a simple fuse and calculate load limits of a household circuit. Students investigate heat transfer and learn about the laws of thermodynamics and entropy. They calculate the efficiency of various water heaters and apply this to designing their appliance package.</p>
4 weeks	<p>Chapter 7: Toys for Understanding <i>Chapter Challenge: Students develop a toy that uses a motor or generator, and an instruction manual for assembly.</i></p> <p>Students explore the relationship between electricity and magnetism. They test the strength of different electromagnets and construct and operate a DC motor. They construct a galvanometer and use a permanent magnet and a solenoid to induce a current. They explore producing an electric generator and learn the difference between AC and DC. Maxwell and his discovery that all electromagnetic waves travel at the speed of light is discussed.</p>
4 weeks	<p>Chapter 8: Atoms on Display <i>Chapter Challenge: Students develop a museum exhibit to acquaint visitors with aspects of the atom.</i></p> <p>Students learn about the quantization of a charge, investigate spectral lines, and learn about Bohr's model. The wave and particle nature of light is explored, Schrodinger wave equation is introduced non mathematically, and the dual wave and particle nature of electrons is also discussed. Students learn about the strong force and Feynman diagrams. They explore radioactive decay and half-life using randomly tossed marked cubes. They are introduced to Einstein's equation and use it to calculate energy liberated by the conversion of mass. Students also explore nuclear fission and fusion reactions.</p>
3 Weeks	<p>Chapter 9: Sports on the Moon <i>Chapter Challenge: Students develop a proposal for NASA by adapting or inventing a sport that can be played on the Moon.</i></p> <p>Students explore acceleration due to gravity, Newton's second law, projectile motion, conservation of energy, friction, the period of a pendulum, air resistance and terminal velocity, and apply these concepts to develop their sport to be played on the Moon.</p>

Introduction

This document demonstrates how *Pearson United States History*, ©2016 meets the Michigan MAISA Units for Social Studies.

Pearson is excited to announce its NEW *United States History* program! Designed to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history, *Pearson United States History* invites students to explore the enduring issues that continue to shape our nation’s history. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history. The program is available in print, digital, and blended options.

The *Pearson United States History* program uses a research tested four-part learning model to enhance teaching and understanding.

- **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
- **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
- **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
- **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-user resources
- Flipped Videos available to assign to students or serve as quick refreshers

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Unit 1: Foundations- Beginningsthrough... Content Expectations/Standards	
MI:Literacy inHistory/Social Studies,Science, & TechnicalSubjects 6-12	
MI: Grades 9-10	
Reading: History/Social Studies	
Key Ideas andDetails 1. Read closely to determine what the text says explicitly and to make logical inferencesfrom it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

<p>RH.9-10.1.Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>SE: Essential Question, 2, 36, 76, 108, 132, 184, 226, 282, 310, 356, 390, 448, 514, 566, 634, 682, 722, 756, 802, 842; Section Assessment, 9, 14, 24, 33, 43, 53, 59, 66, 72, 83, 91, 96, 105, 116, 122, 129, 143, 150, 160, 161, 166, 171, 180, 191, 196, 200, 210, 217, 222, 236, 244, 256, 260, 266, 273, 278, 290, 298, 307, 320, 326, 333, 346, 352, 365, 374, 379, 386, 399, 406, 411, 422, 427, 435, 444, 458, 465, 474, 481, 487, 496, 504, 505, 510, 523, 531, 542, 549, 557, 562, 575, 584, 593, 600, 608, 617, 623, 630, 641, 646, 652, 658, 666, 673, 679, 690, 691, 697, 706, 712, 719, 732, 738, 745, 753, 761, 767, 773, 777, 788, 798, 809, 817, 823, 831, 838, 849, 857, 863, 872; Topic Assessment, 34–35, 73–74, 106–107, 130–131, 181–182, 223–224, 279–280, 308–309, 353–354, 387–388, 445–446, 511–512, 563–564, 631–632, 680–681, 720–721, 754–755, 799–800, 839–840, 873–874</p>
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<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	

<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>SE: Identify Central Ideas, 33, 41, 95, 114, 137, 141, 147, 155, 164, 169, 171, 175, 178, 198, 206, 256, 273, 320, 329, 339, 345, 346, 443, 709, 770, 808; Identify Central Issues, 59, 91, 105, 122, 143, 166, 166, 194, 240, 290, 320, 340, 352, 471, 481, 487, 504, 542, 557, 575, 582, 593, 600, 608, 652, 679, 753, 767, 773, 817, 823, 863, 872; Identify Main Ideas, 6, 19, 28, 45, 52, 53, 59, 62, 81, 85, 95, 146, 159, 180, 209, 236, 288, 298, 314, 324, 348, 365, 365, 371, 376, 422, 442, 496, 500, 542, 640, 689, 764, 813; Summarize, 9, 14, 43, 59, 66, 83, 91, 105, 116, 122, 143, 150, 160, 166, 191, 196, 200, 217, 222, 234, 236, 250, 259, 263, 276, 285, 290, 295, 296, 298, 307, 326, 340, 365, 374, 379, 386, 399, 406, 411, 427, 435, 438, 444, 510, 523, 580, 602, 615, 617, 621, 641, 646, 655, 658, 666, 673, 690, 697, 712, 719, 773, 798</p> <p><i>21st Century Skills:</i> Identify Main Ideas and Details, 954–955; Summarize, 955–956; Interpret Sources, 959; Analyze Primary and Secondary Sources, 969–970</p>
<p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	

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<p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>SE: Identify Patterns, 374, 386, 481, 531, 575, 584, 593, 630, 646, 652, 777, 809; Identify Steps in a Process, 619, 628, 773; Sequence Events, 43, 91, 96, 116, 444, 592, 706, 753, 823; Identify Cause and Effect, 83, 160, 180, 191, 196, 200, 217, 244, 260, 266, 273, 278, 307, 352, 374, 399, 435, 444, 458, 465, 467, 474, 481, 496, 504, 531, 549, 557, 573, 586, 597, 638, 641, 646, 652, 658, 661, 669, 673, 700, 712, 732, 738, 753, 761, 777, 788, 798, 817, 823, 831, 838, 847, 849, 872</p>
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CraftandStructure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,social, or economic aspects of history/social science.	SE: Key Terms, 4, 10, 15, 25, 38, 44, 50, 55, 60, 67, 78, 84, 92, 97, 110, 117, 123, 134, 144, 151, 156, 167, 172, 186, 192, 197, 201, 211, 218, 228, 237, 245, 256, 261, 267, 274, 284, 291, 299,312, 321, 327, 334, 341, 347, 358, 366, 375, 380,392, 400, 407, 412, 423, 428, 436, 450, 459, 466,475, 482, 488, 497, 505, 516, 524, 532, 543, 550,558, 568, 576, 585, 594, 601, 609, 618, 624, 636,642, 647, 653, 659, 667, 674, 684, 698, 707, 713,724, 733, 739, 746, 758, 762, 768, 774, 778, 789,804, 810, 818, 824, 832, 844, 850, 858, 864
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and thewhole.	

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RH.9-10.5. Analyze how a text uses structure to emphasize key points or advancean explanation or analysis.	SE: Compare and Contrast, 53, 66, 72, 96, 116, 122, 200, 210, 217, 236, 244, 252, 278, 307,320, 340, 365, 365, 386, 399, 406, 411, 422, 458,531, 542, 549, 570, 593, 600, 607, 625, 652, 706,712, 738, 767, 777, 788, 809, 857; Identify Cause and Effect, 83, 160, 180, 191, 196, 200, 217, 244, 260, 266, 273, 278, 307, 352, 374, 399, 435, 444,458, 465, 467, 474, 481, 496, 504, 531, 549, 557,573, 586, 597, 638, 641, 646, 652, 658, 661, 669,673, 700, 712, 732, 738, 753, 761, 777, 788, 798,817, 823, 831, 838, 847, 849, 872;Identify Patterns, 374, 386, 481, 531, 575, 584, 593, 630, 646,652, 777, 809; Identify Steps in a Process, 619, 628, 773; Sequence Events, 43, 91, 96, 116, 444,592, 706, 753, 823; Analyze Timelines, 101, 116, 193, 250, 368, 711 <i>21st Century Skills:</i> Sequence, 950; Categorize, 951– 952; Analyze Cause and Effect, 952–953; Compare and Contrast,953–954
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6. Assess how point of view or purpose shapes the content and style of a text.	

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<p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>SE: 21st Century Skills: Compare Viewpoints, 970– 971; Identify Bias, 971; Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973</p> <p>Critical Thinking: Compare Points of View, 326, 379, 422, 435, 542, 562, 658, 690, 706, 767, 849, 857, 872; Determine Point of View, 333, 382, 406, 533, 602, 732, 738, 745, 777; Support a Point of View with Evidence, 129, 333, 557, 673, 730, 857</p> <p><i>Topic 5 Assessment</i> (15. Explain the Constitutional Issues in the Nullification Crisis), 182; <i>Topic 7 Assessment</i> (5. Evaluate the Impact of the Dred Scott Decision), 279; <i>Topic 10 Assessment</i> (14. Analyze and Interpret Political Cartoons), 388; <i>Topic 15 Assessment</i> (15. Discuss Americanization Movement), 681; <i>Topic 17 Assessment</i> (13. Identify Bias in Responses to Vietnam War), 755; <i>Topic 18 Assessment</i> (7. Identify Roles in Managing the Environment), 799; <i>Topic 19 Assessment</i> (11. Evaluate Pros and Cons), 840</p> <p>Analyze Political Cartoons, 142, 172, 175, 179, 263, 272, 288, 292, 324, 325, 330, 385, 393, 415, 417, 433, 455, 484, 533, 540, 574, 581, 606, 648, 747, 777</p>
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<p>MAISA Units –Michigan Grade 9</p>	<p>United States History Survey Edition, ©2016</p>
<p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually</p>	

and quantitatively, as well as in words.

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<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>SE: Analyze Charts, 219, 246, 276, 303, 326, 381, 414, 421, 452, 454, 460, 462, 470, 473, 483, 485, 486, 487, 490, 493, 495, 507, 534, 554, 556, 573, 578, 583, 699, 717, 772, 780, 781, 783, 793, 834, 835; Analyze Data, 120, 136, 138, 141, 145, 149, 203, 208, 243, 295, 368, 371, 377, 545, 546, 645, 649, 660, 669, 677, 687, 700, 708, 710, 735, 750, 766, 769, 775, 806, 811, 812, 819, 837, 838, 846, 848, 856, 859, 866; Analyze Graphs, 23, 24, 138, 145, 273, 300, 305, 313, 318, 322, 332, 335, 343, 498, 519, 521, 526, 544, 547, 549, 553, 640, 678, 784, 861, 865; Analyze Maps, 5, 11, 13, 20, 26, 29, 32, 39, 42, 45, 48, 51, 52, 57, 62, 66, 68, 79, 81, 90, 93, 101, 103, 105, 113, 114, 125, 128, 139, 143, 148, 155, 163, 171, 176, 187, 194, 195, 198, 204, 212, 214, 235, 239, 241, 247, 249, 253, 270, 289, 316, 359, 361, 367, 369, 384, 386, 404, 415, 419, 430, 431, 437, 439, 440, 451, 453, 457, 464, 468, 478, 528, 537, 539, 591, 593, 599, 611, 613, 614, 620, 651, 662, 686, 726, 728, 734, 742, 776, 785, 796, 808, 821, 827, 829, 830, 845, 851; Analyze Information (graphics), 7, 8, 12, 17, 27, 28, 40, 41, 46, 47, 59, 61, 64, 82, 85, 86, 91, 111, 112, 115, 118, 119, 124, 127, 137, 140, 146, 147, 157, 164, 168, 170, 173, 177, 190, 199, 202, 213, 221, 233, 250, 251, 262, 271, 278, 287, 290, 301, 304, 396, 399, 408, 418, 420, 432, 434, 441, 705, 711, 714, 753, 808, 828, 857, 868; Analyze Political Cartoons, 142, 172, 175, 179, 263, 272, 288, 292, 324, 325, 330, 385, 393, 415, 417, 433, 455, 484, 533, 540, 574, 581, 606, 648, 747, 777; Analyze Tables, 331, 641</p>
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<p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>SE:AnalyzePoliticalCartoons,142,172,175, 179, 263, 272, 288, 292, 324, 325, 330, 385,393, 415, 417, 433, 455, 484, 533, 540, 574, 581,606, 648, 747, 777</p> <p>Critical Thinking: Compare Points of View, 326, 379, 422, 435, 542, 562, 658, 690, 706, 767,849, 857, 872; Determine Point of View, 333, 382, 406, 533, 602, 732, 738, 745, 777; Support a Point of View with Evidence, 129, 333, 557, 673, 730, 857</p> <p>Topic Assessment, 34–35, 73–74, 106–107,130– 131, 181–182, 223–224, 279–280, 308–309,353– 354, 387–388, 445–446, 511–512, 563–564,631– 632, 680–681, 720–721, 754–755, 799–800,839– 840, 873–874</p> <p><i>21stCenturySkills:</i>CompareViewpoints,970 – 971; Identify Bias, 971; Evaluate Existing Arguments, 972; Consider andCounter Opposing Arguments, 973</p>
<p>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.</p>	

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<p>RH.9-10.9. Compare and contrast treatmentsof the same topic in several primary and secondary sources.</p>	<p>SE:<i>ResearchActivities:(examples):Topic10 Assessment (10. Use Historical Inquiry),388; Topic 14 Assessment (13. Evaluate Participation in International Treaties and Organizations),632; Topic 15 Assessment (1. Describe Berlin Airlift), 680; Topic 19 Assessment (14. Identify Issues Across Political Spectrum), 840; Topic 20Assessment (17. Explain Innovationsin Medicine), 874</i></p> <p>AnalyzePrimaryandSecondarySources,969– 970; Compare Viewpoints, 970–971; Identify Bias, 971</p>
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Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.	
<p>RH.9-10.10.Bytheendofgrade10,readand comprehendhistory/socialstudiestextsinthe grades 9–10 text complexity band independently andproficiently.</p>	<p>This objective is met throughout <i>United States History</i> in featuressuch asthese: SE: Section Assessment, 9, 14, 24, 33, 43, 53, 59, 66, 72, 83, 91, 96, 105, 116, 122, 129, 143, 150, 160, 161, 166, 171, 180, 191, 196, 200, 210, 217, 222, 236, 244, 256, 260, 266, 273, 278, 290,298, 307, 320, 326, 333, 346, 352, 365, 374, 379,386, 399, 406, 411, 422, 427, 435, 444, 458, 465,474, 481, 487, 496, 504, 505, 510, 523, 531, 542,549, 557, 562, 575, 584, 593, 600, 608, 617, 623,630, 641, 646, 652, 658, 666, 673, 679, 690, 691,697, 706, 712, 719, 732, 738, 745, 753, 761, 767,773, 777, 788, 798, 809, 817, 823, 831, 838, 849,857, 863, 872; Topic Assessment, 34–35, 73–74, 106– 107, 130–131, 181–182, 223–224, 279–280,308– 309, 353–354, 387–388, 445–446, 511–512,563– 564, 631–632, 680–681, 720–721, 754–755,799– 800, 839–840, 873–874</p>

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Writing	
Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
WHST.9-10.1. Write argumentsfocused on discipline-specific content.	<p>SE: 21st Century Skills:EvaluateExisting Arguments, 972; Consider andCounter Opposing Arguments, 973; Participate in a Discussion or Debate, 973–974</p> <p><i>Arguments and Starting Pointsfor Position Papers on Major Events: Topic 4 Assessment</i>(4. Analyze the Great Compromise), 130 (5. Analyze the Three-Fifths Compromise), 130; (7. Analyze the Arguments of Alexander Hamilton), 131; (8. Analyze the Arguments of James Madison), 131;(9. Describe the Ratification of the Constitution),131; <i>Topic 5 Assessment</i> (12. Explain how the Missouri Compromise ... End Political Conflict), 182 ; <i>Topic 13 Assessment</i> (7. Evaluate a Source), 564; <i>Topic 17 Assessment</i> (13. Identify Bias in Responses to Vietnam War), 755’ <i>Topic 19Assessment</i> (14. Identify Issues AcrossPolitical Spectrum), 840; <i>Topic 20 Assessment</i> (12. Identify Consequences of Affirmative Action), 874; (15. Discuss Social Security and Medicare Solvency),874</p>

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<p>WHST.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973; Participate in a Discussion or Debate, 973–974</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 4 Assessment</i> (4. Analyze the Great Compromise), 130 (5. Analyze the Three-Fifths Compromise), 130; (7. Analyze the Arguments of Alexander Hamilton), 131; (8. Analyze the Arguments of James Madison), 131; (9. Describe the Ratification of the Constitution), 131; <i>Topic 5 Assessment</i> (12. Explain how the Missouri Compromise ... End Political Conflict), 182; <i>Topic 13 Assessment</i> (7. Evaluate a Source), 564; <i>Topic 17 Assessment</i> (13. Identify Bias in Responses to Vietnam War), 755; <i>Topic 19 Assessment</i> (14. Identify Issues Across Political Spectrum), 840; <i>Topic 20 Assessment</i> (12. Identify Consequences of Affirmative Action), 874; (15. Discuss Social Security and Medicare Solvency), 874</p>

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<p>WHST.9-10.1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973; Participate in a Discussion or Debate, 973–974</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 4 Assessment</i> (4. Analyze the Great Compromise), 130 (5. Analyze the Three-Fifths Compromise), 130; (7. Analyze the Arguments of Alexander Hamilton), 131; (8. Analyze the Arguments of James Madison), 131; (9. Describe the Ratification of the Constitution), 131; <i>Topic 5 Assessment</i> (12. Explain how the Missouri Compromise ... End Political Conflict), 182 ; <i>Topic 13 Assessment</i> (7. Evaluate a Source), 564; <i>Topic 17 Assessment</i> (13. Identify Bias in Responses to Vietnam War), 755' <i>Topic 19 Assessment</i> (14. Identify Issues Across Political Spectrum), 840; <i>Topic 20 Assessment</i> (12. Identify Consequences of Affirmative Action), 874; (15. Discuss Social Security and Medicare Solvency), 874</p>
<p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE: Each Topic Assessment raises various questions relevant to the major ideas in the chapter. Students can choose questions that interest them the most and compose essays or arguments that support their positions.</p> <p>Topic Assessment, 34–35, 73–74, 106–107, 130–131, 181–182, 223–224, 279–280, 308–309, 353–354, 387–388, 445–446, 511–512, 563–564, 631–632, 680–681, 720–721, 754–755, 799–800, 839–840, 873–874</p>

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
<p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE: Write About the Essential Question: <i>Topic 1 Assessment, 35; Topic 2 Assessment, 74; Topic 3 Assessment, 107; Topic 4 Assessment, 131; Topic 5 Assessment, 182; Topic 6 Assessment, 224; Topic 7 Assessment, 280; Topic 8 Assessment, 309; Topic 9 Assessment, 354; Topic 10 Assessment, 388; Topic 11 Assessment, 446; Topic 12 Assessment, 512; Topic 13 Assessment, 564; Topic 14 Assessment, 632; Topic 15 Assessment, 681; Topic 16 Assessment, 721; Topic 17 Assessment, 755; Topic 18 Assessment, 800; Topic 19 Assessment, 840; Topic 20 Assessment, 874</i></p> <p><i>21st Century Skills:</i> Give an Effective Presentation, 974; Write an Essay, 975; Avoid Plagiarism, 975–976; Solve Problems, 976</p>

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Research to Build and Present Knowledge 7. Conductshort as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<p>WHST.9-10.7. Conductshort as well as more sustained research projects to answer a question (including a self-generated question)or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiplesources on the subject, demonstratingunderstanding of the subject under investigation.</p>	<p>SE:<i>Projects</i>involving <i>research</i> (examples):<i>Topic 1 Assessment</i> (14. Locate and Use Valid Sources), 35; <i>Topic 2Assessment</i>(1. Analyze Economic Differences), 73;(14.ExplainSignificance of Mayflower Compact), 74; <i>Topic 4 Assessment</i> (7. Analyze the Arguments of Alexander Hamilton), 131; (8. Analyze the Arguments of James Madison), 131; (15. Make an Argument about a Constitutional Issue), 131; <i>Topic 5 Assessment</i> (9. Explain the Effects of the Cotton Gin), 182; <i>Topic6 Assessment</i> (1. Explain Manifest Destiny),223; <i>Topic 10 Assessment</i> (10. Use Historical Inquiry), 388; <i>Topic 11 Assessment</i> (7. Describe Roles of Political Organizations), 445; <i>Topic 13 Assessment</i>(7.Evaluate a Source), 564; <i>Topic 14 Assessment</i> (13. Evaluate Participation in International Treaties and Organizations), 632; <i>Topic 15 Assessment</i> (1. Describe Berlin Airlift), 680; <i>Topic 16 Assessment</i> (5. Describe Role of Groups in Maintaining Status Quo), 720; (6. Identify Role of Rosa Parks in Nonviolent Protest),721;<i>Topic17Assessment</i>(3.Explain Reasonsfor U.S. Foreign Involvement), 754; <i>Topic 19 Assessment</i> (14. Identify Issues Across Political Spectrum), 840; <i>Topic 20 Assessment</i> (17. Explain Innovationsin Medicine), 874</p> <p><i>21st Century Skills:</i> Interpret Sources, 959;Analyze Primary and Secondary Sources, 969–970</p>

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8.Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE: <i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 34–35, 73–74, 106–107, 130–131, 181–182, 223–224, 279–280, 308–309, 353–354, 387–388, 445–446, 511–512, 563–564, 631–632, 680–681, 720–721, 754–755, 799–800, 839–840, 873–874</p> <p><i>Primary Sources are embedded within the text (examples):</i> 157, 258, 294, 306, 336–337, 394, 469, 605, 627, 688, 781, 813, 834</p> <p>Analyze Political Cartoons, 142, 172, 175, 179, 263, 272, 288, 292, 324, 325, 330, 385, 393, 415, 417, 433, 455, 484, 533, 540, 574, 581, 606, 648, 747, 777</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 43, 66, 96, 105, 116, 180, 210, 236, 260, 266, 320, 352, 379, 601; Support a Point of View with Evidence, 129, 333, 557, 673, 730, 857; Support Ideas with Evidence, 14, 72, 129, 150, 217, 290, 320, 365, 658, 673, 679; Support Ideas with Examples, 24, 59, 66, 150, 222, 326, 346, 374, 575, 584, 593, 666, 679</p> <p><i>21st Century Skills:</i> Interpret Sources, 959; Analyze Primary and Secondary Sources, 969–970; Compare Viewpoints, 970–971; Identify Bias, 971; Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973</p>

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9.Drawevidence fromliteraryor informationaltextstosupportanalysis, reflection,and research.	
<p>WHST.9-10.9. Draw evidencefrom informational texts to support analysis, reflection, and research.</p>	<p>SE: Topic Assessment, 34–35, 73–74, 106–107, 130–131, 181–182, 223–224, 279–280,308–309, 353–354, 387–388, 445–446, 511–512,563–564, 631–632, 680–681, 720–721, 754–755,799–800, 839–840, 873–874</p> <p>United States Constitution, 876–899; Declaration of Independence, 900–901; Primary Sources, 902–947</p> <p>Digital Resources: Landmark Supreme Court Cases;InteractivePrimarySources</p> <p><i>21st Century Skills:</i> Interpret Sources, 959; Analyze PrimaryandSecondarySources,969–970; Compare Viewpoints, 970–971; Identify Bias, 971; Evaluate Existing Arguments, 972; Consider and Counter OpposingArguments, 973; Write anEssay, 975;AvoidPlagiarism, 975–976</p>

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Range ofWriting 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE: Each chapter in Pearson’s <i>United States History</i> concludes with Topic Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the chapter. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written or speaking response.</p> <p><i>Topic 1 Assessment, 34–35; Topic 2 Assessment, 73–74; Topic 3 Assessment, 106–107; Topic 4 Assessment, 130–131; Topic 5 Assessment, 181–182; Topic 6 Assessment, 223–224; Topic 7 Assessment, 279–280; Topic 8 Assessment, 308–309; Topic 9 Assessment, 353–354; Topic 10 Assessment, 387–388; Topic 11 Assessment, 445–446; Topic 12 Assessment, 493–496; Topic 13 Assessment, 511–512; Topic 14 Assessment, 563–564; Topic 15 Assessment, 631–632; Topic 16 Assessment, 680–681; Topic 17 Assessment, 720–721; Topic 18 Assessment, 754–755; Topic 19 Assessment, 799–800; Topic 20 Assessment, 839–840; Topic 21 Assessment, 873–874</i></p>

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MI: GLCE: Social Studies	
High School	
Civics &Government	
<p>C2 Origins and Foundations of Government of the United States of America</p> <p>2.1 Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students’ 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.) Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?</p>	
<p>2.1.1 Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (such as the 10th, 14th, 51st), John Locke’s Second Treatise, Montesquieu’s Spirit of Laws, Paine’s Common Sense.</p>	<p>SE: Early Government in the Colonies, 67–69; New Ideas Empower Individuals, 70; Declaration of Independence, 902–904; Magna Carta, 904; Mayflower Compact, 904–905; Articles of Confederation, 905–910; Northwest Ordinance, 910–911; The Federalist No. 10, 914–918; The Federalist No. 39, 918–921; The Federalist No. 51, 921–923; The Federalist No. 78, 924–927</p> <p><i>Topic 2 Assessment</i> (14. Explain Significance of Mayflower Compact), 74; <i>Topic 3 Assessment</i> (9. Explain the Drafting of the Declaration of Independence), 107; (10. Analyze the Declaration of Independence), 107; <i>Topic 4 Assessment</i> (2. Summarize the Strengths and Weaknesses of the Articles of Confederation), 130; (6. Identify the Influence of the Federalist Papers), 130</p>

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<p>2.1.2 Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.</p>	<p>SE: The Debate Over Ratification, 123–125; The States Ratify the Constitution, 126; The Anti Federalist Papers, 911–914; The Federalist No. 10, 914–918; The Federalist No. 39, 918–921; The Federalist No. 51, 921–923; The Federalist No. 78, 924–927</p> <p><i>Topic 4 Assessment</i> (6. Identify the Influence of the Federalist Papers), 130; (7. Analyze the Arguments of Alexander Hamilton), 131; (8. Analyze the Arguments of James Madison), 131; (9. Describe the Ratification of the Constitution), 131</p>
<p>2.1.3 Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.</p>	<p>SE: The Decision to Declare Independence, 95–96, 900–902; Virginia Statute for Religious Freedom, 111; The Constitutional Convention, 117–122; The Enduring Constitution, 123–129; United States Constitution, 876–899</p> <p><i>Topic 3 Assessment</i> (9. Explain the Drafting of the Declaration of Independence), 107; (10. Analyze the Declaration of Independence), 107; <i>Topic 4 Assessment</i> (all questions), 130–131</p>

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<p>2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.</p>	<p>SE: Impact of the Civil War, 274–278; Plans for Reconstruction Clash, 284–290; Reconstruction Changes the South, 291–298; Reconstruction’s Impact 299–307; ; The New Deal Expands, 543–549; New Deal Legislation Expands the Historical Role of Government, 554–557; Brown v. Board of Education, 672, 686–688; Conflict Between Federal and State Power, 688–689; Public Institutions Open Doors to Minorities, 693–695; The Watergate Scandal Brings Nixon Down, 786–788</p> <p><i>Topic 8 Assessment</i> (2. Compare and Contrast Rival Plans for Reconstruction), 308; (3. Describe the Effects of Reconstruction), 308; (4. Describe the Effects of the Civil War), 308; (6. Explain Political Problems during Reconstruction), 309; (5. Describe the Impact of the Fourteenth Amendment), 309; (7. Describe the Impact of the Fifteenth Amendment), 309; (8. Identify the Political Changes in the South), 309; (9. Evaluate the Impact of the Freedmen's Bureau), 309; (10. Analyze the Problems of New Farming Systems), 309; (11. Describe the Effects of Reconstruction), 309; (13. Evaluate the End of Reconstruction), 309;</p> <p><i>Topic 13 Assessment</i> (5. Describe Qualities of Effective Leadership), 563; (8. Evaluate Historical Roles of State and Federal Government), 564; (9. Understand Effects of Government), 564; (12. Identify Roles in Managing the Environment), 564; (10. Explain Constitutional Issues During Great Depression), 564; <i>Topic 15 Assessment</i> (5. Describe Effect of HUAC Investigations), 680; <i>Topic 18 Assessment</i> (14. Describe Effects of Watergate Scandal), 800</p>

MAISA Units –Michigan	United States History
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2.2 Foundational Values and Constitutional Principles of American Government Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?	
<p>2.2.1 Identify and explain the fundamental values of America’s constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).</p>	<p>SE:The Decision to Declare Independence, 95–96, 900–902; Virginia Statute for Religious Freedom, 111; The Constitutional Convention, 117–122; The Enduring Constitution, 123–129; United States Constitution, 876–899</p> <p><i>Topic 3 Assessment</i> (9. Explain the Drafting of the Declaration of Independence), 107; (10. Analyze the Declaration of Independence), 107; <i>Topic 4 Assessment</i> (all questions), 130–131</p>
<p>2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).</p>	<p>SE: The Civil Rights Movement Strengthens, 684–690; Increasing Participation in the Political Process, 698–700; Results of the Civil Rights Movement, 705–706; Cautious Steps to Civil Rights, 710; Continuing Kennedy’s Civil Rights Policies, 714; The Impact of the Warren Court, 718–719</p> <p><i>Topic 16 Assessment</i> (1. Analyze Effects of Brown v. Board of Education), 720; 2. Describe Roles of Political Organizations in Promoting Civil Rights), 720; 3. Describe Actions Related to Voting Rights Act of 1965), 720; (4. Evaluate Methods of Expanding Right to Participate in Democratic Process), 720</p>

C3 STRUCTURE AND Functions of Government in THE UNITED STATES OF AMERICA 3.1 Structure, Functions, and Enumerated Powers of National Government Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?	
3.1.1 Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	SE: Separation of Powers, 127; Article I, 878–885 <i>Topic 4 Assessment</i> (13. Analyze the Principle of Checks and Balances), 131
3.1.2 Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	SE: Separation of Powers, 127; Article II, 885–887 <i>Topic 4 Assessment</i> (13. Analyze the Principle of Checks and Balances), 131
3.1.3 Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	SE: Separation of Powers, 127; Article III, 887–888 <i>Topic 4 Assessment</i> (13. Analyze the Principle of Checks and Balances), 131

887–8883.2 Powers and Limits on Powers Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?	
3.2.4 Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals.	SE: Bill of Rights, 121, 124, 126 <i>Topic 4 Assessment</i> (10. Explain the Origins of the Bill of Rights), 131
3.2.5 Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage.	SE: 13 th Amendment, 275, 285, 287; 14 th Amendment, 289, 290, 300; 15 th Amendment, 290, 292, 300, 304; 16 th Amendment, 419; 17 th Amendment, 398–399; 18 th Amendment, 401–402, 494–495; 19 th Amendment, 404–405; Twenty-Second Amendment to the U.S. Constitution (1951), 556–557 <i>Topic 8 Assessment</i> (5. Describe the Impact of the Fourteenth Amendment), 309; (7. Describe the Impact of the Fifteenth Amendment), 309; (12. Analyze the Effects of Supreme Court Decisions), 309; <i>Topic 11 Assessment</i> (4. Evaluate Impact of Seventeenth Amendment), 445; (5. Evaluate Impact of Nineteenth Amendment), 445

C6CitizenshipinAction 6.1 Civic Inquiry and Public Discourse Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?	
6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).	<p>SE: 21st Century Skills: Analyze Primary and Secondary Sources, 969–970; Compare Viewpoints, 970–971; Identify Bias, 971; Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 326, 379, 422, 435, 542, 562, 658, 690, 706, 767, 849, 857, 872; Determine Point of View, 333, 382, 406, 533, 602, 732, 738, 745, 777; Support a Point of View with Evidence, 129, 333, 557, 673, 730, 857</p> <p><i>Topic Assessment:</i> (questions and activities), 34–35, 73–74, 106–107, 130–131, 181–182, 223–224, 279–280, 308–309, 353–354, 387–388, 445–446, 511–512, 563–564, 631–632, 680–681, 720–721, 754–755, 799–800, 839–840, 873–874</p>

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<p>6.1.3 Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973</p> <p><i>Points of Debate: Topic 4 Assessment</i> (4. Analyze the Great Compromise), 130 (5. Analyze the Three-Fifths Compromise), 130; (9. Describe the Ratification of the Constitution), 131; <i>Topic 5 Assessment</i> (12. Explain how the Missouri Compromise ... End Political Conflict), 182; <i>Topic 19 Assessment</i> (14. Identify Issues Across Political Spectrum), 840; <i>Topic 20 Assessment</i> (12. Identify Consequences of Affirmative Action), 874; (15. Discuss Social Security and Medicare Solvency), 874</p> <p><i>Bias: Topic 10 Assessment</i> (14. Analyze and Interpret Political Cartoons), 388; <i>Topic 17 Assessment</i> (13. Identify Bias in Responses to Vietnam War), 755</p>
<p>6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.</p>	<p>SE: 21st Century Skills: Participate in a Discussion or Debate, 973–974; Write an Essay, 975</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 4 Assessment</i> (4. Analyze the Great Compromise), 130 (5. Analyze the Three-Fifths Compromise), 130; (7. Analyze the Arguments of Alexander Hamilton), 131; (8. Analyze the Arguments of James Madison), 131; (9. Describe the Ratification of the Constitution), 131; <i>Topic 5 Assessment</i> (12. Explain how the Missouri Compromise ... End Political Conflict), 182; <i>Topic 13 Assessment</i> (7. Evaluate a Source), 564; <i>Topic 17 Assessment</i> (13. Identify Bias in Responses to Vietnam War), 755; <i>Topic 19 Assessment</i> (14. Identify Issues Across Political Spectrum), 840; <i>Topic 20 Assessment</i> (12. Identify Consequences of Affirmative Action), 874; (15. Discuss Social Security and Medicare Solvency), 874</p>

US History & Geography	
FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5 F1 Political and Intellectual Transformations of America to 1877	
F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals:	
• Declaration of Independence	SE: The Decision to Declare Independence, 95–96; Declaration of Independence, 902–904 <i>Topic 3 Assessment</i> (9. Explain the Drafting of the Declaration of Independence), 107; (10. Analyze the Declaration of Independence), 107
• the U.S. Constitution (including the Preamble)	SE: The Constitutional Convention, 117–122; The Enduring Constitution, 123–129; United States Constitution, 876–899 <i>Topic 4 Assessment</i> (6. Identify the Influence of the Federalist Papers), 130; (9. Describe the Ratification of the Constitution), 131; (12. Analyze the Principle of Limited Government), 131; (13. Analyze the Principle of Checks and Balances), 131; (14. Explain Federalism in the Constitution), 131; (15. Make an Argument about a Constitutional Issue), 131
• Bill of Rights	SE: Bill of Rights, 121, 124, 126 <i>Topic 4 Assessment</i> (10. Explain the Origins of the Bill of Rights), 131
• the Gettysburg Address	SE: The Gettysburg Address, 270–271, 934 <i>Topic 7 Assessment</i> (13. Analyze Lincoln's Gettysburg Address and Jefferson Davis's Inaugural Address), 280

<ul style="list-style-type: none"> • 13th, 14th, and 15th Amendments 	<p>SE: 13th Amendment, 275, 285, 287; 14th Amendment, 289, 290, 300; 15th Amendment, 290, 292, 300, 304</p> <p><i>Topic 8 Assessment</i> (5. Describe the Impact of the Fourteenth Amendment), 309; (7. Describe the Impact of the Fifteenth Amendment), 309; (12. Analyze the Effects of Supreme Court Decisions), 309</p>
<p>F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing:</p>	
<ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government 	<p>SE: Early Government in the Colonies, 67–69; New Ideas Empower Individuals, 70; The Decision to Declare Independence, 95–96; The Constitutional Convention, 117–122; The Enduring Constitution, 123–129; United States Constitution, 876–899; Declaration of Independence, 902–904; Magna Carta, 904; Mayflower Compact, 904–905; Articles of Confederation, 905–910; Northwest Ordinance, 910–911; The Federalist No. 10, 914–918; The Federalist No. 39, 918–921; The Federalist No. 51, 921–923; The Federalist No. 78, 924–927</p> <p><i>Topic 2 Assessment</i> (14. Explain Significance of Mayflower Compact), 74; <i>Topic 3 Assessment</i> (9. Explain the Drafting of the Declaration of Independence), 107; (10. Analyze the Declaration of Independence), 107; <i>Topic 4 Assessment</i> (6. Identify the Influence of the Federalist Papers), 130; (9. Describe the Ratification of the Constitution), 131; (12. Analyze the Principle of Limited Government), 131; (13. Analyze the Principle of Checks and Balances), 131; (14. Explain Federalism in the Constitution), 131; (15. Make an Argument about a Constitutional Issue), 131</p>

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<ul style="list-style-type: none"> the development of governmental roles in American life 	<p>SE: Early Government in the Colonies, 67–69; New Ideas Empower Individuals, 69–72; The New Government Finds Its Way, 134–143; Jefferson as President, 144–150; Nationalism Influences Policies, 167–171; Jacksonian Democracy, 172–180; Two Presidents Respond, 532–542; The New Deal Expands, 543–549; New Deal Legislation Expands the Historical Role of Government, 554–557; The Watergate Scandal Brings Nixon Down, 786–788</p> <p><i>Topic 2 Assessment</i> (16. Explain the Growth of Representative Government), 74; <i>Topic 5 Assessment</i> (2. Describe How Political Parties Emerged), 181; (3. Explain How John Marshall Shaped the Judiciary), 181; (13. Define the Age of Jackson), 182; <i>Topic 13 Assessment</i> (5. Describe Qualities of Effective Leadership), 563; (8. Evaluate Historical Roles of State and Federal Government), 564; (9. Understand Effects of Government), 564; (12. Identify Roles in Managing the Environment), 564; (10. Explain Constitutional Issues During Great Depression), 564; <i>Topic 15 Assessment</i> (5. Describe Effect of HUAC Investigations), 680; <i>Topic 18 Assessment</i> (14. Describe Effects of Watergate Scandal), 800</p>
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<ul style="list-style-type: none"> • and competing views of the responsibilities of governments (federal, state, and local) 	<p>SE: Articles of Confederation, 110–116, 905– 910; Federalism, 120, 127; The Debate Over Ratification, 123–125; Separation of Powers, 127; Southern States Oppose Hamilton’s Plan, 136; The Influence of Nationalism on Domestic Affairs, 167– 169; The Compromise of 1850, 231–233; The Kansas-Nebraska Act, 237–239; Sectional Divisions Split the Country, 240–241; Southern States Secede, 247–250; New Deal Legislation Expands the Historical Role of Government, 554–557; The Federalist No. 10, 914–918; The Federalist No. 39, 918–921; The Federalist No. 51, 921–923; The Federalist No. 78, 924–927</p> <p><i>Topic 4 Assessment</i> (2. Summarize the Strengths and Weaknesses of the Articles of Confederation), 130; (6. Identify the Influence of the Federalist Papers), 130; <i>Topic 5 Assessment</i> (12. Explain how the Missouri Compromise Was Intended to End Political Conflict), 182; <i>Topic 7 Assessment</i> (7. Identify Causes of the Civil War), 279</p>
<ul style="list-style-type: none"> • changes in suffrage qualifications 	<p>SE: Property Ownership and voting rights, 174; 13th Amendment, 275, 285, 287; 14th Amendment, 289, 290, 300; 15th Amendment, 290, 292, 300, 304; Women Seek Equal Political Rights, 402–406; Women’s Political Rights, 501– 502; Civil Rights Act of 1964, 696, 705, 764–765; Voting Rights Act of 1965, 700</p> <p><i>21st Century Skills:</i> Political Participation, 978; Voting, 979</p> <p><i>Topic 8 Assessment</i> (5. Describe the Impact of the Fourteenth Amendment), 309; (7. Describe the Impact of the Fifteenth Amendment), 309; (12. Analyze the Effects of Supreme Court Decisions), 309; (14. Evaluate Voting Restrictions After Reconstruction), 309; <i>Topic 16 Assessment</i> (3. Describe Actions Related to Voting Rights Act of 1965), 720</p>

<ul style="list-style-type: none"> the development of political parties 	<p>SE: Political Divisions Lead to Two Parties, 137–139</p> <p><i>Topic 5 Assessment</i> (2. Describe How Political Parties Emerged), 181</p>
<ul style="list-style-type: none"> America's political and economic role in the world 	<p>SE: Americans Influence Grows, 423–427; The Spanish-American War, 428–435; The United States Emerges as a World Power, 436–444; Impact of the End of the Cold War, 820–821; A New Era in Foreign Policy, 824–831; America and the World Economy, 844–849</p> <p><i>Topic 11 Assessment</i> (12. Evaluate Pros and Cons of International Treaties), 446; (14. Evaluate Acquisition of the Philippines), 446; (16. Explain Role of Theodore Roosevelt), 446; 17. Describe Economic Effects of the Spanish-American War), 446; <i>Topic 14 Assessment</i> (13. Evaluate Participation in International Treaties and Organizations), 632; <i>Topic 15 Assessment</i> (1. Describe Berlin Airlift), 680; (2. Describe Truman Doctrine), 680; <i>Topic 19 Assessment</i> (7. Describe End of Cold War), 839; <i>Topic 20 Assessment</i> (1. Describe NAFTA), 873; (4. Describe U.S. Involvement in World Affairs), 873; (8. Evaluate Participation in International Treaties), 873</p>

F2Geographic,Economic, Social, and DemographicTrends in America to 1877	
F2.1Describe the majortrends and transformations in American life prior to 1877 including:	
<ul style="list-style-type: none"> • changing political boundaries of the United States (National Geography Standard 13, p. 210) 	<p>SE: Analyze Maps, 113, 125, 128, 155, 163, 171, 176, 187, 194, 195, 198, 204, 212, 214, 235, 239, 241, 247, 249, 253, 270, 289, 316, 359, 361, 367, 369</p> <p><i>Topic 10 Assessment</i> (1. Identify and Explain Reasons for Changes in Political Boundaries), 387</p>
<ul style="list-style-type: none"> • regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206) 	<p>SE: The Middle Colonies Thrive, 50–51; England and Its Colonial Economy, 60–61; Regional Economic Differences, 62–63; Differences Between North and South Grow, 161–166; Railroads Connect Cities and Towns, 317–319; The West is Transformed, 366–374; Farm Issues and Populism, 380–386</p> <p><i>Topic 2 Assessment</i> (1. Analyze Economic Differences), 73; (4. Identify Economic Contributions of Women), 73; (5. Analyze Effects of Geographic Factors), 73; (8. Analyze Mercantilism), 73; (10. Compare Political and Economic Reasons for Colonization), 74; (15. Identify Economic Differences), 74;</p> <p><i>Topic 10 Assessment</i> (5. Analyze Growth of Railroads), 387; (7. Analyze Effect of Transportation Innovations on Standard of Living), 388; (8. Describe Economic Impact of Homestead Act), 388; (15. Evaluate Impact of Populist Party), 388</p>

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<ul style="list-style-type: none"> • changes in the size, location, and composition of the population (National Geography Standard 9, p.201) 	<p>SE: Moving West, 186–191; The Expansion Debate, 194–195; America Achieves Manifest Destiny, 197–200; Railroads Connect Cities and Towns, 317–319; A Nation of Cities, 341–346; New Ways of Life, 347–352; American Indians Under Pressure, 358–365; The West is Transformed, 366–374</p> <p><i>Topic 6 Assessment</i> (1. Explain Manifest Destiny), 223; (2. Explain the Challenges and Rewards of Westward Migration), 223; (6. Analyze the California Gold Rush and Its Effects), 223; <i>Topic 9 Assessment</i> (11. Analyze Causes of Changing Demographic Patterns in Cities), 354; <i>Topic 10 Assessment</i> (1. Identify and Explain Reasons for Changes in Political Boundaries), 387; (2. Analyze Social Issues Affecting Native Americans), 387; (5. Analyze Growth of Railroads), 387; (7. Analyze Effect of Transportation Innovations on Standard of Living), 388; (8. Describe Economic Impact of Homestead Act), 388; (9. Identify Effects of Population on Physical Environment), 388</p>
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<ul style="list-style-type: none"> • patterns of immigration and migration (National Geography Standard 9, p. 201) 	<p>SE: Immigration and Slavery in the Colonies, 55– 59; Moving West, 186–191; The Expansion Debate, 194–195; The New Immigrants, 334–340; Farmers Settle the Plains, 370–371</p> <p><i>Topic 6 Assessment</i> (1. Explain Manifest Destiny), 223; (2. Explain the Challenges and Rewards of Westward Migration), 223; (6. Analyze the California Gold Rush and Its Effects), 223; <i>Topic 9 Assessment</i> (11. Analyze Causes of Changing Demographic Patterns in Cities), 354; <i>Topic 10 Assessment</i> (1. Identify and Explain Reasons for Changes in Political Boundaries), 387; (2. Analyze Social Issues Affecting Native Americans), 387; (5. Analyze Growth of Railroads), 387; (7. Analyze Effect of Transportation Innovations on Standard of Living), 388; (8. Describe Economic Impact of Homestead Act), 388; (9. Identify Effects of Population on Physical Environment), 388</p>
<ul style="list-style-type: none"> • development of cities (National Geography Standard 12, p. 208) 	<p>SE: Technology Improves City Life, 343–345; A Nation of Cities, 341–346; New Ways of Life, 347–352</p> <p><i>Topic 9 Assessment</i> (1. Explain Economic Effects of Technological Innovations), 353; (3. Compare Impact of Energy on Way of Life), 353; (11. Analyze Causes of Changing Demographic Patterns in Cities), 354; (14. Analyze How Transportation Improved Standard of Living), 354</p>

<ul style="list-style-type: none"> • changes in commerce, transportation, and communication (National Geography Standard 11, p. 206) 	<p>SE: Innovation Boosts Growth, 312–320; Big Business Rises, 321–326; The Organized Labor Movement, 327–333; Technology Improves City Life, 343–345; A Nation of Cities, 341–346; New Ways of Life, 347–352</p> <p><i>Topic 9 Assessment</i> (1. Explain Economic Effects of Technological Innovations), 353; (3. Compare Impact of Energy on Way of Life), 353; (4. Understand Impact of Mass Production), 353; (6. Explain Technological Innovations in Agriculture), 353; (7. Understand the Applications of Management Innovations), 353; (11. Analyze Causes of Changing Demographic Patterns in Cities), 354; (14. Analyze How Transportation Improved Standard of Living), 354; (15. Describe How Art Reflects History), 354</p>
<ul style="list-style-type: none"> • major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War 	<p>SE: Domestic and Foreign Affairs, 139–140; The War of 1812, 151–155; Nationalism Leads to American Expansion, 169–170; Texas and the Mexican-American War, 192–196</p> <p><i>Topic 5 Assessment</i> (4. Explain the Importance of the Louisiana Purchase), 181; (5. Identify Points of View of Those for and Against War in 1812), 181; (6. Explain how the War of 1812 Intensified Sectionalism), 181; <i>Topic 6 Assessment</i> (3. Analyze Why Texans Rebelled Against Mexican Rule), 223; (4. Explain the Causes of the Mexican-American War), 223; (5. Explain How the Mexican-American War Helped Fulfill Manifest Destiny), 223</p>

Unit 2: Growth of Industrial and Urban America - Content Expectations/Standards	
MI:GLCE: Social Studies	
High School	
Civics & Government	
C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?	
6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).	<p>SE: 21st Century Skills: Analyze Primary and Secondary Sources, 969–970; Compare Viewpoints, 970–971; Identify Bias, 971; Evaluate Existing Arguments, 972; Consider and Counter Opposing Arguments, 973</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 326, 379, 422, 435, 542, 562, 658, 690, 706, 767, 849, 857, 872; Determine Point of View, 333, 382, 406, 533, 602, 732, 738, 745, 777; Support a Point of View with Evidence, 129, 333, 557, 673, 730, 857</p> <p><i>Topic Assessment:</i> (questions and activities), 34–35, 73–74, 106–107, 130–131, 181–182, 223–224, 279–280, 308–309, 353–354, 387–388, 445–446, 511–512, 563–564, 631–632, 680–681, 720–721, 754–755, 799–800, 839–840, 873–874</p>

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US History & Geography	
FOUNDATIONSIN U.S. HISTORY AND GEOGRAPHY: ERAS 1-5 F1 Political and Intellectual Transformations of America to 1877	
F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals:	
<ul style="list-style-type: none"> • Declaration of Independence 	<p>SE: The Decision to Declare Independence, 95–96; Declaration of Independence, 902–904</p> <p><i>Topic 3 Assessment</i> (9. Explain the Drafting of the Declaration of Independence), 107; (10. Analyze the Declaration of Independence), 107</p>
<ul style="list-style-type: none"> • the U.S. Constitution (including the Preamble) 	<p>SE: The Constitutional Convention, 117–122; The Enduring Constitution, 123–129; United States Constitution, 876–899</p> <p><i>Topic 4 Assessment</i> (6. Identify the Influence of the Federalist Papers), 130; (9. Describe the Ratification of the Constitution), 131; (12. Analyze the Principle of Limited Government), 131; (13. Analyze the Principle of Checks and Balances), 131; (14. Explain Federalism in the Constitution), 131; (15. Make an Argument about a Constitutional Issue), 131</p>
<ul style="list-style-type: none"> • Bill of Rights 	<p>SE: Bill of Rights, 121, 124, 126</p> <p><i>Topic 4 Assessment</i> (10. Explain the Origins of the Bill of Rights), 131</p>
<ul style="list-style-type: none"> • the Gettysburg Address 	<p>SE: The Gettysburg Address, 270–271, 934</p> <p><i>Topic 7 Assessment</i> (13. Analyze Lincoln's Gettysburg Address and Jefferson Davis's Inaugural Address), 280</p>

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<ul style="list-style-type: none"> • 13th, 14th, and 15th Amendments 	<p>SE: 13th Amendment, 275, 285, 287; 14th Amendment, 289, 290, 300; 15th Amendment, 290, 292, 300, 304</p> <p><i>Topic 8Assessment</i>(5. Describe the Impact of the Fourteenth Amendment), 309; (7. Describe the Impact of the Fifteenth Amendment), 309;(12. Analyze the Effects of Supreme Court Decisions), 309</p>
<p>6.1 Growth of an Industrial and Urban America Explainthe causes and consequences – both positive and negative – ofthe Industrial Revolutionand America’sgrowthfromapredominantlyagricultural,commercial,andrural nationto a more industrial and urban nation between 1870 and 1930.</p>	
<p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including:</p>	
<ul style="list-style-type: none"> • gains from trade (National Geography Standard 11, p. 206) 	<p>SE: The United States Emerges as a World Power, 436–444</p> <p><i>Topic 11 Assessment</i> (17. Describe Economic Effects ofthe Spanish-American War), 446</p>
<ul style="list-style-type: none"> • organizational “revolution” (e.g., development of corporations and labor organizations) 	<p>SE: Big Business Rises, 321–326; The Organized Labor Movement, 327–333; Technology Improves City Life, 343–345; New Ways of Life, 347–352</p> <p><i>Topic 9 Assessment</i> (4. Understand Impact of Mass Production), 353; (6. Explain Technological Innovations in Agriculture), 353; (7. Understand the Applications of Management Innovations),353</p>
<ul style="list-style-type: none"> • advantages of physical geography(National Geography Standards 4, 7, and 15; p. 190, 197, and 214) 	<p>SE: Farm Issues and Populism, 380–386; The West is Transformed, 366–374</p> <p><i>Topic 10Assessment</i>(8. DescribeEconomic Impact of Homestead Act), 388; (9. Identify Effects of Population on Physical Environment), 388</p>

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<ul style="list-style-type: none"> • increase in labor through immigration and migration (National Geography Standard 9,p. 201) 	<p>SE: The New Immigrants, 334–340; FarmersSettle the Plains, 370–371; Great Migration, 459,512</p> <p><i>Topic 9 Assessment</i> (11. Analyze Causes of Changing Demographic Patterns in Cities), 354;<i>Topic 11 Assessment</i> (11. Identify Effectsof Population Growth and Distribution), 445; <i>Topic12 Assessment</i> (14. Analyze Causes and Effects of Great Migration), 512</p>
<ul style="list-style-type: none"> • economic policies of government and industrial leaders (including Andrew Carnegie and John D.Rockefeller) 	<p>SE: Big Business Rises, 321–326; John D. Rockefeller, 321–323, 326, 395; J. P. Morgan, 322; Andrew Carnegie, 314, 321, 323, 339; Cornelius Vanderbilt, 322, 324; Henry Ford, 475, 477, 481, 621</p> <p><i>Topic 9 Assessment</i> (2. Analyze the Rise of Entrepreneurship), 353; (4. UnderstandImpact of Mass Production), 353; (6. Explain Technological Innovations in Agriculture),353; (7. Understand the Applications ofManagement Innovations), 353</p>
<ul style="list-style-type: none"> • technological advances 	<p>SE: Innovation Boosts Growth, 312–320; Technology ImprovesCity Life, 343–345; New Ways ofLife,347–352</p> <p><i>Topic 9 Assessment</i> (1. Explain Economic Effects of Technological Innovations), 353; (3. Compare Impact of Energy on Way of Life), 353; (4. Understand Impact of Mass Production),353; (6. Explain Technological Innovationsin Agriculture), 353; (7. Understand the Applications of Management Innovations), 353; (14. Analyze How Transportation Improved Standard of Living), 354; (15. Describe How Art ReflectsHistory),354</p>

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6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including:	
<ul style="list-style-type: none"> • development of organized labor, including the Knights of Labor, American Federation of Labor, and the United MineWorkers 	<p>SE:The OrganizedLabor Movement, 327–333; Immigrants Lead Labor and Social Movements, 339–340</p> <p><i>Topic 9 Assessment</i> (4. Understand Impact of Mass Production), 353</p>
<ul style="list-style-type: none"> • southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., FarmersAlliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (National Geography Standard 6, p. 195) 	<p>SE: Farm Issues and Populism, 380–386</p> <p><i>Topic 10 Assessment</i> (15. Evaluate Impact of Populist Party), 388</p>
6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining:	
<ul style="list-style-type: none"> • the location and expansion of major urban centers (National Geography Standard 12, p. 208) 	<p>SE: Technology Improves City Life, 343–345; A Nation of Cities, 341–346</p> <p><i>Topic 9Assessment</i>(11. AnalyzeCauses of Changing Demographic PatternsinCities), 354; (14. Analyze How Transportation Improved Standard of Living), 354; <i>Topic 10 Assessment</i> (5. Analyze Growth of Railroads), 387; (7. Analyze Effect of Transportation Innovations onStandard of Living), 388</p>
<ul style="list-style-type: none"> • the growth of cities linked by industry and trade (National Geography Standard 11, p. 206) 	<p>SE: Railroads Connect Cities and Towns, 317–319; A Nation of Cities, 341–346</p> <p><i>Topic 9 Assessment</i> (14. AnalyzeHow Transportation Improved Standard of Living), 354; <i>Topic 10 Assessment</i> (5. Analyze Growth of Railroads), 387; (7. Analyze Effect of Transportation Innovations on Standard of Living), 388</p>

Exhibit 6

Method of Pupil Assessment

The Academy uses many forms of formal and informal assessments such as:

- Teacher Observation
- Fountas and Pinnell
- Pre and Post Unit Assessments
- Northwest Evaluation Association (NWEA) Assessment
- Math, Science and Technology Enhancement Program
- Preliminary Scholastic Aptitude Test
- World-Class Instructional Design and Assessment
- Quarterly Writing Assessments using a common rubric
- Brigance Inventory of Early Development
- Creative Curriculum Assessment
- Response to Intervention (RTI) Progress Monitoring
- Dolch Sight Words

Exhibit 7

APPLICATION AND ENROLLMENT

Enrollment Limits

The Academy will offer kindergarten through ninth grade. The maximum enrollment shall be 350 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 written approval from Bay Mills Community College.

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 Bay Mills Community College.
- 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 reenrolled 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:

1. Placement of legal notice stating the dates and hours of open enrollment, and date, time and place of random selection drawing (if any).
2. Administration to set maximum enrollment by grade level.
3. At close of open enrollment period, Administration to count applications and compare against maximum enrollment limits. Administration may adjust limits to accept additional students.
4. If applications exceed the available number of spaces in any grade, the Academy must hold a random selection drawing for that grade. The drawing shall take place on the date, time and place stated in the legal notice.
5. An independent, third-party representative shall serve as drawing administrator. Administration shall assign a number to each application in each grade being drawn, and shall make index cards with corresponding numbers.
6. The highest grade for which a drawing is necessary will be drawn first, then the second highest grade, etc. The grade's numbered cards are to be placed in a container. The cards will be drawn by the independent, third-party representative, who will announce each the number as it is drawn.

7. As each card is drawn, Administration will identify the student application corresponding with the drawn number, and announce the student name.
Provided a space is available, the student shall be considered enrolled. if no spaces are available ; the student shall be placed on that grade's waiting list. The drawn-students status shall be announced.
8. Administration shall determine whether the student has one or more sibling applicants. If so, the sibling(s) shall be either considered enrolled in the grade applied for or shall be placed on that grade's waiting list. The sibling's status shall be announced.
9. The drawing shall continue through each applicable grade until no applications are remaining. At the close of the drawing, Administration shall have a listing of each grade level's enrolled students and waiting list. Students/parents shall be notified in writing of their status.

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 8

Age or Grade Range of Pupils

The Academy will enroll students in kindergarten through ninth grade. The Academy may add grades with the prior written approval of the authorizing body.

Students of the Academy will be children who have reached age 5 by September 1 of the current year. Early enrollment is available if the student reaches age 5 by December 1 of the current year and the parent completes the appropriate waiver.