

*BAY MILLS COMMUNITY
COLLEGE*

A
CONTRACT TO CHARTER A PUBLIC SCHOOL ACADEMY
AND RELATED DOCUMENTS

ISSUED BY

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

TO

**WELLSPRING PREP HIGH SCHOOL
(A PUBLIC SCHOOL ACADEMY)**

July 1, 2018

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Tab A

RESOLUTION

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY**

RESOLUTION NO. 17-32

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board"), as the governing body of a federal tribally-controlled community college, is an authorizing body empowered to authorize and issue contracts to operate public school academies, and to establish the method of selection, length of term, and number of members of a public school academy's Board of Directors; and

WHEREAS, on March 19, 2010, the College Board issued to **Wellspring Preparatory High School** (the "Academy") a Contract to Charter a Public School Academy (the "Charter Contract"); and

WHEREAS, the Charter Contract will expire on June 30, 2018 and the Academy has asked the College Board to issue a new contract to charter a public school academy for a term of eight (8) years; and

WHEREAS, the College Charter Schools Office has completed its evaluation and assessment of the Academy's operation and performance related to the Charter Contract, and the College Charter Schools Office recommends that the College Board issue a new contract to charter a public school academy to the Academy for a term not to exceed eight (8) years, beginning July 1, 2018;

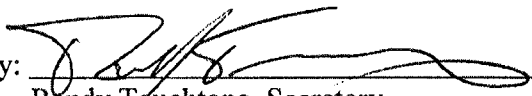
WHEREAS, in addition to other Revised School Code requirements, the College Board's reauthorization process included consideration of increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria, as the most important factor in the decision of whether or not to issue a new contract to charter a public school academy to the Academy;

NOW, THEREFORE, BE IT RESOLVED:

1. The College Board takes the following action related to issuing a Contract to Charter a Public School Academy and Related Documents ("Contract") to the Academy:
 - a. The College Board approves the form of the Contract and related documents as submitted to and reviewed by the College Board;
 - b. The College Board approves and authorizes the issuance of the Contract and related documents and authorizes Michael C. Parish, College Board Designee, to execute the Contract and related documents issued by the College Board to the Academy, provided that, before execution of the Contract, the College Chairperson affirms the following:

- (3) that all terms of the Contract have been agreed upon and the Academy is able to comply with all terms and conditions of the Contract; and
 - (4) that the Contract is substantially similar to the Contract approved by the College Board, with the only changes being those made by the College Board's Designee in consultation with legal counsel for the College Board that are in the best interests of the College Board.
- c. The College Board Designee may agree to a term of Contract not to exceed eight (8) academic years and not to extend beyond June 30, 2026.
2. That the current Academy Board members shall continue to serve in their current positions until the end of their term in office. All subsequent Academy Board appointments shall be made in accordance with the College Board's method of selection resolution.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing Resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 23rd day of June, 2017, with a vote of 7 for, 0 opposed, 1 abstaining, and 1 absent.

By: 
Randy Touchtone, Secretary

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
PUBLIC SCHOOL ACADEMY AUTHORIZING BODY

RESOLUTION NO. 12-01

**Public School Academy, School of Excellence and Strict Discipline
Academy Board of Director Method of Selection Resolution**

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Bay Mills Community College Board of Regents (the "College Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the College Board has determined that changes to the method of selection process are in the best interest of the College and that such changes be incorporated into all charter contracts issued by the College Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated January 20, 2012, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the College Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The College's Director of Charter Schools is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Bay Mills Community College Board of Regents, do hereby certify the foregoing resolution was adopted by the Bay Mills Community College Board of Regents at a public meeting held on the 20th day of January, 2012, with a vote of 10 for, 0 opposed, and 1 abstaining.

By: 

John Paul Lufkins, Secretary

Dated: January 20, 2012

Public School Academy Board of Director Method of Selection

The Bay Mills Board of Regents ("College Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The College Board shall prescribe the methods of appointment for members of the Academy Board. The College's Director of Charter Schools is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the College Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The College's Director of Charter Schools shall recommend nominees to the College Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the College Board or its designee. The College Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of Charter Schools at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the College's Charter Schools Office. The Director of Charter Schools may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of Charter Schools does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the College Board's Chair, the College's Director of Charter Schools may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Dated: January 20, 2012

Length of Term

The director of an Academy Board shall serve at the pleasure of the College Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the College's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the College Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the College Board or the College's Director of Charter Schools may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the College's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the College's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of a management company that contracts with the Academy; and (4) College officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be

Dated: January 20, 2012

filed with the College's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at anytime the College Board determines that an Academy Board member's service is no longer necessary, then the College Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

With the approval of the College Board Chair, the College's Director of Charter Schools may suspend an Academy Board member's service, if in his/her judgment the member's continued presence would constitute a risk to persons or property, or would seriously impair the operations of the Academy. Any suspension made under this provision must be presented to the College Board for final determination at its next regularly scheduled meeting. The College Board reserves the right to review, rescind, modify, ratify, or approve any suspension made under this provision.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the College's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the College Board, or the College's Director of Charter Schools, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the College Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board

Dated: January 20, 2012

members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

Dated: January 20, 2012

Tab B

**CONTRACT TERMS
AND CONDITIONS**

TERMS AND CONDITIONS

OF CONTRACT

DATED: JULY 1, 2018

ISSUED BY

THE BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS

TO

WELLSPRING PREPARATORY HIGH SCHOOL

CONFIRMING THE STATUS OF

WELLSPRING PREPARATORY HIGH SCHOOL

AS A

MICHIGAN PUBLIC SCHOOL ACADEMY

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WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Bay Mills Community College Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the College Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) "Academy" means the Michigan nonprofit corporation named Wellspring Preparatory High School which is established as a public school academy pursuant to this Contract.
- (b) "Academy Board" means the Board of Directors of the Academy.
- (c) "Accountability Plan" means a Community District accountability plan established, implemented and administered by the State School Reform/Redesign Officer under section 390 of the Code, MCL 380.390.
- (d) "Applicable Law" means all state and federal law applicable to public school academies.

- (e) "Application" means the public school academy application and supporting documentation submitted to the College Board for the establishment of the Academy and supplemented by material submitted pursuant to the College Board's requirements for reauthorization.
- (f) "Authorizing Resolution" means the Resolutions adopted by the College Board on June 23, 2017.
- (g) "Charter Schools Office Director" or "CSO Director" means the person designated by the College Board to administer the operations of the Charter Schools Office.
- (h) "Charter Schools Office" or "CSO" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is also responsible for administering the College Board's responsibilities with respect to the Contract.
- (i) "Code" means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (j) "College" means Bay Mills Community College, a federally tribally controlled community college that is recognized under the tribally controlled colleges and universities assistance act of 1978, 25 USC 1801 et seq., and which has been determined by the Michigan Department of Education to meet the requirements for accreditation by a recognized regional accreditation body.
- (k) "College Board" means the Bay Mills Community College Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501 et seq.
- (l) "College Board Chairperson" means the Chairperson of the Bay Mills Community College Board of Regents or his or her designee. In Section 1.1(m) below, "College Board Chairperson" means the Board Chairperson of the Bay Mills Community College Board of Regents.
- (m) "College Charter Schools Hearing Panel" or "Hearing Panel" means such person(s) as designated by the College Board Chairperson.
- (n) "Community District" means a community school district created under part 5B of the Code, MCL 380.381 et seq.
- (o) "Conservator" means the individual appointed by the College President in accordance with Section 10.10 of these Terms and Conditions.

- (p) "Contract" means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.
- (q) "Director" means a person who is a member of the Academy Board of Directors.
- (r) "Educational Service Provider" or "ESP" means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (s) "Educational Service Provider Policies" or "ESP Policies" means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (t) "Fund Balance Deficit" means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (u) "Lease Policies" means those policies adopted by the Charter Schools Office Director that apply to real property lease agreements entered into by the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Lease Policies. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (v) "Management Agreement" or "ESP Agreement" means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation

and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11, and has not been disapproved by the CSO Director.

- (w) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain governance, financial, administrative, facility and educational information relating to the Academy. The Charter Schools Office Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (x) “President” means the President of Bay Mills Community College or his or her designee.
- (y) “Resolution” means the resolution adopted by the College Board on January 20, 2012, establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the College Board, as amended from time to time.
- (z) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, Schedule 7: Required Information for Public School Academies and Schedule 8: Partnership Agreement.
- (aa) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (bb) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.
- (cc) “State School Reform/Redesign Officer” means the officer described in Section 1280c(9) of the Code, MCL 380.1280c(9), and authorized to act as the superintendent of the State School Reform/Redesign District under Section 1280c(6)(b) of the Code, MCL 380.1280c(6)(b).
- (dd) “Superintendent” means the Michigan Superintendent of Public Instruction.

- (ee) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2018, Issued by the Bay Mills Community College Board of Regents to Wellspring Preparatory High School Confirming the Status of Wellspring Preparatory High School as a Michigan Public School Academy.”

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the College Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant’s Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE COLLEGE BOARD

Section 2.1. Independent Status of Bay Mills Community College. The College Board is an authorizing body as defined by the Code. In approving this Contract, the College Board voluntarily exercises additional powers given to the College Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the College Board’s autonomy or powers and the Academy shall not be deemed to be a part of the College Board or the College. If applicable, the College Board has provided to the State School Reform/Redesign Officer the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the College Board or the College. The relationship between the Academy and the College Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the College Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, College Board and the College. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the College Board, or the College. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the College Board or the College shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, the College Board or the College. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, College Board or the College, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, College Board or the College in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE COLLEGE BOARD AS AUTHORIZING BODY

Section 3.1. College Board Resolutions. The College Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The College Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At any time and at its sole discretion, the College Board may amend the Resolution. Upon College Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. College Board as Fiscal Agent for the Academy. The College Board is the fiscal agent for the Academy. As fiscal agent, the College Board assumes no responsibility for the financial condition of the Academy. The College Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the College Board shall promptly, within five (5) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the College Board for the benefit of the Academy. The responsibilities of the

College Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the College Board. The College Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the College Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of College Board Expenses. The Academy shall pay the College Board an administrative fee to reimburse the College Board for the expenses associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. College Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the College Board. The Academy shall submit a written request to the College Board describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. Provided the Academy Board submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to give express written permission for the acquisition at its next regular meeting.

Section 3.6. Authorization of Employment. The College Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or educational service provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the College for any purpose. With respect to Academy employees, the Academy shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Code Requirements for College Board to Act as Authorizing Body. The College Board has complied with the requirements of Section 1475 of the Code, MCL 380.1475, and will continue to comply with the Code during the term of this Contract.

Section 3.8. College Board Subject to Open Meetings Act. As required by Section 1475 of the Code, MCL 380.1475, College Board meetings conducted for the purpose of carrying out or administering any authorizing body function shall be administered in accordance with the Open Meetings Act, MCL 15.261 et seq.

Section 3.9. College Board Authorizing Body Activities Subject to Freedom of Information Act. As required by Section 1475 of the Code, MCL 380.1475, all authorizing body functions performed by the College Board shall be subject to public disclosure in accordance with the Freedom of Information Act, MCL 15.231 et seq.

Section 3.10. College Board Review of Certain Financing Transactions. In the event that the Academy desires to finance the acquisition, by lease, purchase, or other means, of facilities or equipment, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., then Academy shall obtain prior review for such financing from the College Board. The Academy shall submit a written request to the College Board describing the proposed financing transaction, and the facilities or equipment to be acquired with the proceeds thereof. Provided the Academy submits the written request at least sixty (60) days before the College Board's next regular meeting, the College Board shall vote on whether to disapprove the proposed financing transaction at the next meeting. If the proposed transaction is not disapproved, the College Board may still condition the decision not to disapprove on compliance by the Academy and any lender, lessor, seller or other party with such terms as the College Board deems appropriate under the circumstances. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into by the Academy if the proposed transaction is disapproved by the College Board. By not disapproving a proposed transaction, the College Board is in no way giving approval of the proposed transaction, or representing that the Academy has the ability to meet or satisfy any of the terms or conditions thereof.

Section 3.11. Authorizing Body Contract Authorization Process. Pursuant to the Code, the College Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract term set forth in Section 12.9 without any further action of either the Academy or the College Board. The Academy shall seek a new contract by making a formal request to the College Board in writing at least two years prior to the end of the Contract term. The College Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the College Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the College Board as the most important factor of whether to issue or not issue a new contract. The College Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the

Contract. Consistent with the Code, the College Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term.

Section 3.12. College Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the College Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the College Board determines that the Academy meets the College Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the College Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the College Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a body corporate authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the College Board, and may be removed with or without cause by the College Board at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy Board member and a College official, employee, or paid consultant, as a representative of the College.
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any school building leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
 - (i) Is employed by the Academy;
 - (ii) Works at or is assigned to the Academy;
 - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
 - (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.
- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this sub-section, familial relationship means a person's

mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. To the extent applicable, pupil performance at the Academy shall be assessed using both the mathematics and reading portions of the Michigan Student Test of Educational Progress ("M-STEP") or the Michigan Merit Examination ("MME") designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of student performances at the end of each academic school year or at such other times as the College Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy's grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy's pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy's open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the College Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The College Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the CSO Director shall review the contract amendment and make a recommendation to the College Board on whether the Academy's request for site expansion should be approved. A positive recommendation by the CSO Director of the contract amendment shall include a determination by the CSO Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. The College Board may consider the Academy Board's site expansion request contract amendment following submission by the CSO Director of a positive recommendation. If the College Board approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The College Board reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the College or the College Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the College Board and outlined in the Oversight Agreement set forth as Schedule 4. In addition to the College Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. Academy Site Is Former Site of Closed Community District School; State School Reform/Redesign Officer Approval Required. If the Academy's proposed site is located within the geographical boundaries of a Community District and is a site that was a former site of a Community District school closed by the State School Reform/Redesign Office within the last 3 school years, then the College Board shall not issue the Contract unless (a) the new Academy site has a substantially different leadership structure and curricular offering than the previous Community District school that operated at the site; and (b) the State School Reform/Redesign Officer has approved the Academy's use of the site. A copy of the State School Reform/Redesign Officer's approval shall be provided to the Charter Schools Office as part of the Application process.

Section 6.19. Section 6.19. New Public School Academies Located Within The Boundaries of A Community District. If the circumstances listed below in (a) and (b) or (c) apply to the Academy's site, the Academy represents to the College Board, intending that the College Board rely on such representation as a precondition to issuing this Contract, that the Academy will have a substantially different governance, leadership and curriculum than the public school previously operating at the site:

(a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1), of the public schools in this State that the State School Reform/ Redesign Office has determined to be among the lowest achieving 5% of all public schools; or (ii) has been on the list during the immediately preceding 3 school years.

(b) If an Accountability Plan has been in effect for at least 3 full school years, the Academy's proposed site is at the same location as a public school that has been assigned a grade of "F" under the Accountability Plan for 3 of the preceding 5 school years; or

(c) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body.

Section 6.20. Community District Accountability Plan. If any part of the Academy's proposed site is located within the geographical boundaries of a Community District, then the Academy shall comply with the Accountability Plan. This provision shall not apply if a statewide accountability system is enacted into law replacing the Accountability Plan.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAWS

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act ("FOIA"), the Public Employees Relation Act, the Prevailing Wage on State Contracts statute, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, , the Michigan Handicappers' Civil Rights Act, , and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The College Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational

outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the College Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the College Board through its designee. Except as provided in Section 6.12 of these Terms and Conditions, the College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. In the event that a proposed change is not accepted by the CSO Director, the College Board shall consider and vote upon a change proposed by the Academy following an opportunity for a presentation to the College Board by the Academy.

Section 9.3. Process for Amendment Initiated by the College Board. The College Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The College Board delegates to the CSO Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the College Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the College Board or the CSO Director. If the proposed amendment conflicts with any of the College Board's general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the College Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the College Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the College Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of College Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the College Board. An emergency situation shall be deemed to occur if the Charter Schools Office Director, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the College Board. Upon the determination that an emergency situation exists, the Charter Schools Office Director may temporarily take action on behalf of the College Board with regard to the Academy or the Contract, so long as such action is in the best interest of the College Board and the Charter Schools Office Director consults with the College Board Chairperson or the College President prior to taking the intended actions. When acting during an emergency situation, the Charter Schools Office Director shall have the authority to act

in place of the College Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the College Board; or (b) the next meeting of the College Board. The Charter Schools Office Director shall immediately report such action to the College Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the College Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section 10.3, the College Board may revoke this Contract, pursuant to the procedures set forth in Section 10.7, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;

(e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the College Board;

(f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;

(g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or

(h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the College Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed Or Placed In State School Reform/Redesign District; Economic Hardship Termination.

Except as otherwise provided in this Section 10.3, if the College Board is notified by the State School Reform/Redesign Officer that either (i) an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), or (ii) an Academy site is being placed in the State School Reform/Redesign District ("State's Reform District Notice") pursuant to section 1280c(6) of the Code, MCL 380.1280c(6), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice or the State's Reform District Notice. If the State's Automatic Closure Notice or State's Reform District Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the State's Automatic Closure Notice or the State's Reform District Notice is received without any further action of the College Board or the Academy.

If the Charter Schools Office Director determines, in his or her discretion, that either the closure of one or more sites, or the placement of one or more sites in the State School Reform/Redesign District, creates a significant economic hardship for the Academy as a going concern, then the Charter Schools Office Director may recommend to the College Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the College Board approves the Economic Hardship Termination

recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties. The College Board's revocation procedures set forth in Section 10.7(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice, the State's Reform District Notice, or an Economic Hardship Termination under this Section 10.3.

Following receipt of the State's Automatic Closure Notice or the State's Reform District Notice, the Charter Schools Office shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice or the State's Reform District Notice, including the granting of any hardship exemption rescinding the State's Automatic Closure Notice, shall be directed to the State School Reform/Redesign Officer, in a form and manner determined by the State School Reform/Redesign Office or the Michigan Department of Technology Management and Budget.

If the State School Reform/Redesign Officer rescinds the State's Automatic Closure Notice or the State's Reform District Notice for an Academy site or sites, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the State School Reform/Redesign Officer's school improvement plan, if applicable, for the identified site(s).

Section 10.4. Material Breach of Contract; Termination of Contract By College Board Caused By State School Reform/Redesign Officer Order. If the College Board receives notice that (i) an order has been issued by the State School Reform/Redesign Officer under Section 1280c(2) of the Code, MCL 380.1280c(2), placing an Academy site or sites under the supervision of the State School Reform/Redesign Officer; or (ii) an order is issued by the State School Reform/Redesign Officer appointing a Chief Executive Officer to take control of an Academy site or sites pursuant to Section 1280c(7) of the Code, MCL 380.1280c(7), the Charter Schools Office Director may, at his or her discretion, deem such actions a material breach of this Contract. If the Charter Schools Office Director determines that the issuance of such an order constitutes a material breach of this Contract, the Charter Schools Office Director shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan within thirty (30) days that is acceptable to the Charter Schools Office Director. In addition to other matters, the corrective action plan shall include the Academy's redesign plan, if applicable, prepared pursuant to section 1280c of the Code, MCL 380.1280c.

The development of a corrective action plan under this Section 10.4 shall not in any way limit the rights of the College Board to revoke, terminate, or suspend this Contract. If the Charter Schools Office Director determines that the Academy is unable to develop a corrective action plan that can remedy the material breach and that is acceptable to the College, the Charter Schools Office Director shall recommend that the College Board terminate the Contract at the end of the current school year. If the College Board approves to terminate the Contract under

this Section 10.4, the Contract shall be terminated at the end of the current school year without any further action of either party. If this Contract is terminated pursuant to this Section 10.4, the termination and revocation procedures in Section 10.6 and Section 10.7 shall not apply.

Section 10.5. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Office Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Office Director shall present the Academy Board's request for termination to the College Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the College Board shall consider and vote on the proposed termination request. The College Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.6. Grounds and Procedures for College Termination of Contract. The College Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months from the date of the College Board's action; or (ii) if there is a change in Applicable Law that the College Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the College Board to make changes in the Contract that are not in the best interest of the College Board or the College, then such termination shall take effect at the end of the current Academy fiscal year. Following College Board approval, the Charter Schools Office Director shall provide notice of the termination to the Academy. If during the period between the College Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.6, the revocation procedures in Section 10.7 shall not apply.

Section 10.7. College Board Procedures for Revoking Contract. The College Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Office Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Office Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the

Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Office Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Office Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Office Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Office Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to 10.7(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Office Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Office Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) College Board's Contract Reconstitution Provision. The Charter Schools Office Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; or (iv) the appointment of a new Academy Board of Directors or a conservator/trustee to take over operations of the Academy.

Except as otherwise provided in this subsection, reconstitution of the Academy does not restrict the State School Reform/Redesign Officer from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s). If, however, the Academy is located within the boundaries of a Community District and an Accountability Plan is in place, the Charter Schools Office shall notify the State School Reform/Redesign Officer that the Plan of Correction includes a reconstitution of the Academy to ensure that the Academy is not subject to automatic closure by the State School Reform/Redesign Officer under section 507 of the Code, MCL 380.507.

(e) Request for Revocation Hearing. The Charter Schools Office Director may initiate a revocation hearing before the College Charter Schools Hearing Panel if the Charter Schools Office Director determines that any of the following has occurred:

- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.7(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Office Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Office Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.7(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Office Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the College Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Office Director's request for Contract revocation, and to make a recommendation to the College Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Office Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the College and the Academy. The Charter Schools Office Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Office Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the College Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the College Board.

(g) College Board Decision. If the Hearing Panel's recommendation is submitted to the College Board at least fourteen (14) days before the College Board's next regular meeting, the College Board shall consider the Hearing Panel's recommendation at its next regular meeting

and vote on whether to revoke the Contract. The College Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The College Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The College Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the College Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.

(h) Effective Date of Revocation. If the College Board votes to revoke the Contract, the revocation shall be effective on the date of the College Board's act of revocation, or at a later date as determined by the College Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the College Board to revoke the Contract, may be withheld by the College Board or returned to the Michigan Department of Treasury upon request.

Section 10.8. Contract Suspension. The College Board's process for suspending the Contract is as follows:

(a) The Charter Schools Office Director Action. If the Charter Schools Office Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

(i) has placed staff or students at risk;

(ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;

(iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;

(iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;

(v) has willfully or intentionally violated this Contract or Applicable Law; or

(vi) has violated Section 10.2(g) or (h), then the Charter Schools Office Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.7. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.7 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the College Board after a decision by the Charter Schools Office Director to suspend the Contract, shall be retained by the College Board

for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.7(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The College Board shall proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.7(f) through (h).

Section 10.9. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Chippewa County, Michigan, the Michigan Court of Claims or the Federal District Court for the Western District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.9. This Section 10.9 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.10. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, in the event that the College President, in his or her sole discretion, determines that the health, safety and welfare of Academy students, property or funds are at risk, the College President, after consulting with the College Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The College President shall appoint the Conservator for a definite term which may be extended in writing at his or her discretion. During the appointment, the Academy Board members and their terms in office are suspended and all powers of the Academy Board are suspended. All appointments made under this section must be presented to the College Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- (a) take into his or her possession all Academy property and records, including financial, Academy Board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;

(c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;

(d) hire, fire and discipline employees of the Academy;

(e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;

(f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and

(g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

Section 10.11. Academy Dissolution Account. If the College Board terminates, revokes or fails to issue a new Contract to the Academy, the CSO Director shall notify the Academy that, beginning thirty (30) days after notification of the College Board's decision, the College Board shall direct up to \$10,000 from each subsequent State School Aid Fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the CSO Director's notice, the Academy Board Treasurer shall provide the CSO Director, in a form and manner determined by the CSO, with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan. The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq. Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions

and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.

- (b) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (c) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:
 - (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (c)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (d) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
 - (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
 - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.

- (iii) As required, submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages required by the Michigan Universities Self-Insurance Corporation ("M.U.S.I.C.") for public school academies authorized by university board authorizing bodies:

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

EFFECTIVE DATE: 07/01/12 -- MUSIC Board Approval Date: 12/15/2011

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	<p>Must be Occurrence form</p> <p>Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original College PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Must include Corporal Punishment coverage.</p> <p>\$1,000,000 per occurrence & \$2,000,000 aggregate.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>College must be included as an Additional Insured with Primary and Non-Contributory Coverage.</p> <p>NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.</p>
COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	<p>Must include Employment Practices Liability.</p> <p>Must include Corporal Punishment coverage.</p> <p>Must include Sexual Abuse & Molestation coverage.</p> <p>Must include Directors' & Officers' coverage.</p> <p>Must include School Leaders' E&O.</p>

Can be Claims Made or Occurrence form.

If Claims Made, retroactive date must be the same or before date of original College - PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.

\$1,000,000 per occurrence & \$3,000,000 aggregate.

In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.

College must be included as an Additional Insured with Primary and Non-Contributory Coverage.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	\$1,000,000 per accident.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as Additional Insured with Primary and Non-Contributory Coverage.
See Umbrella section for higher limit	Higher limits are required if PSA/SDA/UHS/SOE has its own buses.
COVERAGE	REQUIREMENTS
Workers' Compensation	Must be Occurrence form.
	Statutory Limits with \$1,000,000 Employers Liability Limits.
Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF)	NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract.
	NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability
COVERAGE	REQUIREMENTS
Crime	Must include Employee Dishonesty coverage.
	Must include third party coverage.
	\$500,000 limit.
COVERAGE	REQUIREMENTS

Umbrella	Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000
	If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.
	If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&O then they must be in addition to the required Umbrella limit.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	College must be included as Additional Insured with Primary and Non-Contributory Coverage.
	All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS

for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)

NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better

ADDITIONAL RECOMMENDATIONS

COVERAGE	RECOMMENDATION
Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.

DISCLAIMER:

By requiring such minimum insurance, the College shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall list the College and the College Board on the insurance policies as an additional insured on insurance coverages listed in (b), (c) and (e) above.

The Academy shall have a provision included in all policies requiring notice to the College Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall provide copies of all insurance policies required by this Contract on site for inspection by the College Board or its designee.

All insurance certificates must accurately reflect the coverage provided under the Academy's policy. Certificate must expressly list or state the coverage for each item specified in the Contract. Policy and corresponding certificates, should reflect an annual expiration date of June 30th to correspond with the Contract, unless a different date provides an economic advantage to the Academy, so long as such date does not create a gap in coverage at any time during the term of the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the College Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office. In the event the Academy fails to purchase the insurance coverage required by this Section 11.2, the College Board may purchase on the Academy's behalf the insurance required under this Section 11.2 and subtract the total cost for placed insurance from the next state school aid payment received by the College Board for forwarding to the Academy.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

Furthermore, if the Academy utilizes an Educational Service Provider, the following insurance requirements apply:

COVERAGE	REQUIREMENTS
General or Public Liability (GL)	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage
	Must include Corporal Punishment coverage
	\$1,000,000 per occurrence & \$2,000,000 aggregate
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
	NOTE: Strict Disciplinary Academies must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 per occurrence
COVERAGE	REQUIREMENTS
Errors & Omissions (E&O)	Must include Employment Practices Liability
	Must include Directors' and Officers' coverage
	Must include School Leaders' E&O
	Can be Claims Made or Occurrence form

	If Claims Made, Retroactive Date must be the same or before date of original College-PSA contract
	\$1,000,000 per occurrence & \$3,000,000 aggregate
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
COVERAGE	REQUIREMENTS
Automobile Liability (AL) for Owned and Non-Owned Autos	\$1,000,000 per accident
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
	Higher limits may be required if PSA has its own buses
COVERAGE	REQUIREMENTS
Workers' Compensation	Must be Occurrence Form
	Statutory Limits
	NOTE: If PSA is leasing employees from ESP, ESP must have Employers' Liability with \$1,000,000 per occurrence AND Alternate Employer Endorsement naming PSA.
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Crime	Must include Employee Dishonesty coverage
	Must be Occurrence form
	\$500,000 per occurrence
	PSA must be included as First Named Insured
COVERAGE	REQUIREMENTS
Umbrella	Can be Claims Made or Occurrence form
	\$2,000,000 per occurrence & \$4,000,000 aggregate
	If PSA has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence
	PSA must be included as First Named Insured
	College must be included as Additional Insured with Primary Coverage
ADDITIONAL RECOMMENDATIONS	
COVERAGE	REQUIREMENTS
Property	Limits to cover replacement for PSA's property exposures, including real and personal, owned or leased
COVERAGE	REQUIREMENTS
Performance Bond (or Letter of Credit with Indemnification)	\$1,000,000 per claim/aggregate

Insurance carrier(s) must have an AM Best Rating of "A - VII" or better.

The College's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the College to maintain insurance coverage

for the authorization and oversight of the Academy. In the event that the College's insurance carrier requests additional changes in coverage identified in this Section 11.2, or M.U.S.I.C requires changes in coverage and amounts for public school academies authorized by university board public school academy authorizing bodies, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the College's insurance carrier or adopted by M.U.S.I.C. within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the College Board, the College or any other authorizing body, or to enter into a contract that would bind the College Board or the College. The Academy is also limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby covenants not to sue the College Board, the College, or any of its Regents, officers, employees, agents or representatives for any matters that arise under this Contract. The College Board and the College do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the College Board or the College, or any of its Regents, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed Lease Agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy lease agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an ESP contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

“Indemnification of Bay Mills Community College. The parties acknowledge and agree that the Bay Mills Community College Board of Regents, Bay Mills Community College and its respective members, officers, employees, agents or representatives (all collectively referred to as “Bay Mills Community College”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify, defend, and hold harmless Bay Mills Community College against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses, imposed upon or incurred by Bay Mills Community College 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 Bay Mills Community College Board of

Regents' approval of the Academy's application, Bay Mills Community College Board of Regents' consideration of or issuance of a Contract, the Academy Board's or [insert the name of Educational Service Provider] preparation for and operation of the Academy, or which are incurred as a result of the reliance by Bay Mills Community College upon information supplied by the Academy Board or [insert the name of Educational Service Provider], or which arise out of the failure of the Academy Board or [insert the name of Education Service Provider] to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Bay Mills Community College, Bay Mills Community College Board of Regents 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."

"Agreement Coterminous With Academy's Contract. 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 be suspended or terminated, as the case may be, on the same date as the Academy's Contract is suspended, revoked, terminated or expires without further action of the parties."

"Compliance with Academy's Contract. The Educational Service Provider 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 the 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."

"Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School 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 Academy 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."

"Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the State School Reform/Redesign Officer under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507, and Section 10.7 of the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and the Educational

Service Provider shall have no recourse against the Academy or the College Board for implementing such site closure or reconstitution.”

“Compliance with Section 12.17 of Contract Terms and Conditions. The Educational Service Provider shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any ESP agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Academy and the ESP agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP policies of the Charter Schools Office which are incorporated into and be deemed part of this Contract. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the College Board:

President
Bay Mills Community College
12214 West Lakeshore Drive
Brimley, Michigan 49715

If to the Tribal Office:

Tribal Attorney's Office
Bay Mills Indian Community
12140 West Lakeshore Drive
Brimley, Michigan 49715

If to Outside Counsel:

Leonard C. Wolfe
Dykema Gossett PLLC
201 Townsend Street, Suite 900
Lansing, Michigan 48933

If to Academy:

Academy Board President
1031 Page Street NE
Grand Rapids, MI 49505

If to Academy Counsel:

Joseph Urban
Clark Hill PLC
151 S Old Woodward Ave Ste 200
Birmingham, MI 48009-6103

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the College Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the College Board.

Section 12.6. Non Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether

expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for eight (8) years until June 30, 2026, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the College Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the College Board, the College and its Board of Regents members, officers, employees, agents or representatives harmless 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 the College, which arise out of or are in any manner connected with the College Board's receipt, consideration or approval of the Application, the College Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the College Board as an authorizing body under Part 6A of the Code, the College Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the College Board, the College and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the College Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall

create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the College.

Section 12.15. College Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing College Board or CSO policies regarding public school academies which shall apply immediately, College Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the College Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.
- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the College Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any

provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation and in accordance with Part 6A of the Code.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board shall not:

(a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:

(i) for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the College;

(ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

(iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the College.

(b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians.

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Department or CEPI;
- (ii) to the student's parent or legal guardian;

- (iii) by the Academy to the College Board, College, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the College;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the College Board, College, Charter Schools Office
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms "education records," "personally identifiable information," and "directory information" shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt Out Form; Notice to Student's Parent or Legal Guardian.

- (a) The Academy shall do all of the following:
 - (i) Develop a list of uses (the "Uses") for which the Academy commonly would disclose a student's directory information.
 - (ii) Develop an opt-out form that lists all of the Uses and allows a student's parent or guardian to elect not to have the student's directory information disclosed for 1 or more Uses.
 - (iii) Present the opt-out form to each student's parent or guardian within the first thirty (30) days of the school year and at other times upon request.
 - (iv) If an opt-out form is signed and submitted to the Academy by a student's parent or guardian, then the Academy shall not include the student's

directory information in any of the Uses that have been opted out of in the opt-out form.

(b) The terms “directory information” shall have the same meaning as defined in MCL 380.1136.

Section 12.23. Partnership Agreement. If an Academy site is listed as a Priority School on the list of lowest performing schools prepared by the Michigan Department of Education, and the Superintendent proposes a Partnership Agreement with the Academy, the Academy shall work with the Charter Schools Office to finalize an agreement that is acceptable to the Michigan Department of Education, the Academy and the Charter Schools Office. The Partnership Agreement shall be incorporated into this Contract by amendment pursuant to Article IX of these Terms and Conditions and shall be included as Schedule 8. The Contract amendment shall also include any other amendments to this Contract that are required to ensure the Partnership Agreement is consistent with this Contract.

Section 12.24. Data Breach Response Plan. Within one year after the effective date of this Contract, the Academy Board shall design and implement a comprehensive data breach response plan. The data breach response plan should be made available to Academy personnel and any Educational Service Provider contracting with the Academy. The data breach response plan should be updated periodically by the Academy Board to address changes in data threat assessments and changes in applicable state and federal privacy laws.

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

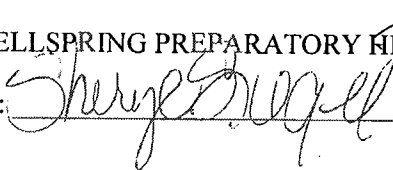
BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: _____
Michael Parish, College Board Designee

Date: July 1, 2018

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

WELLSPRING PREPARATORY HIGH SCHOOL

By:  _____

Date: July 1, 2018

As the designated representative of the Bay Mills Community College Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

BAY MILLS COMMUNITY COLLEGE
BOARD OF REGENTS

By: Michael C. Parish
Michael Parish, College Board Designee

Date: July 1, 2018

As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

WELLSPRING PREPARATORY HIGH SCHOOL

By: _____

Date: July 1, 2018

Tab C

CONTRACT SCHEDULES

Schedules

Articles of Incorporation	1
Bylaws	2
Fiscal Agent Agreement	3
Oversight Agreement	4
Description of Staff Responsibilities	5
Physical Plant Description	6
Required Information for Public School Academy	7

Tab 1

CONTRACT SCHEDULE 1

ARTICLES OF INCORPORATION

Michigan Department of Energy, Labor & Economic Growth

Filing Endorsement

This is to Certify that the ARTICLES OF INCORPORATION - NONPROFIT

for

WELLSPRING PREPARATORY HIGH SCHOOL

ID NUMBER: 70490D

received by facsimile transmission on September 22, 2009 is hereby endorsed

Filed on September 22, 2009 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 22ND day of September, 2009.

A handwritten signature in black ink, appearing to read "A. Hughes".

Director

Bureau of Commercial Services

MICHIGAN DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES BUREAU OF COMMERCIAL SERVICES										
Date Received		(FOR BUREAU USE ONLY)								
		EFFECTIVE DATE: Document will be returned to the name and address you enter above								
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**ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations**

OF

WELLSPRING PREPARATORY HIGH SCHOOL

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 *et seq.*, and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following Articles:

ARTICLE I

The name of the corporation is: Wellspring Preparatory High School.

The authorizing body for the corporation is: The Bay Mills Community College Board of Regents.

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: none.

Personal Property: none.

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is 151. S. Old Woodward Avenue, Suite 200, Birmingham, MI 48009.

The mailing address of the registered office is the same.

The name of the resident agent at the registered office is Joseph B. Urban.

ARTICLE V

The name and address of the incorporator is as follows:

Joseph B. Urban
151 S. Old Woodward Avenue
Suite 200
Birmingham, MI 48009.

ARTICLE VI

The corporation is a governmental entity.

ARTICLE VII

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VIII

Before execution of a contract to charter a public school academy between the corporation and the Bay Mills Community College Board of Regents (the "College Board"), the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the College Board as required by the Code.

ARTICLE IX

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation.

ARTICLE X

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE XI

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, board, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the College Board for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XII

These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Contract executed by the corporation and the College Board. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the College Board through its designee. The College Board delegates to its President the review and approval of changes or amendments to these Articles of Incorporation. In the event that a proposed change is not accepted by the College President, the College Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the College Board by the corporation.

At any time and for any reason, the College Board or an authorized designee may propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Articles of Incorporation. The Articles of Incorporation shall be amended as requested by the College Board upon a majority vote of the corporation's Board of Directors.

Amendments to these Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the College Board or its designee and filed with the Michigan Department of Labor and Economic Growth, Bureau of Commercial Services. In addition, the corporation shall file with the amendment a copy of the College Board's or its designee's approval of the amendment.

ADOPTION OF ARTICLES

These Articles of Incorporation were duly adopted on this 21ST day of September, 2009. These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article II unless the College Board issues to the corporation a contract to operate as a public school academy, and the contract is executed by both the corporation and the College Board.

By: 

Tab 2

CONTRACT SCHEDULE 2

BYLAWS

BYLAWS
OF
WELLSPRING PREPARATORY HIGH SCHOOL

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BYLAWS
OF
WELLSPRING PREPARATORY HIGH SCHOOL

ARTICLE I

NAME OF ACADEMY

This organization shall be called Wellspring Preparatory High School (the "Academy" or the "corporation").

ARTICLE II

FORM OF ACADEMY

The Academy is organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Academy shall be located in the State of Michigan.

Section 2. Registered Office. The registered office of the Academy shall be 151 S. Old Woodward Ave., Suite 200, Birmingham, MI 48009. It must be located in the State of Michigan, and be the business office of the registered agent, as required by the Michigan Nonprofit Corporation Act.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Academy shall be managed by the Academy Board of Directors ("Academy Board"). The Academy Board may exercise any and all of the powers granted to it under the Michigan Nonprofit Corporation Act or pursuant to Part 6A of the Revised School Code ("Code"). The Academy Board may delegate said powers to the officers and committees of the Academy Board as it deems appropriate or necessary, as long as such delegation is consistent with the Articles, these Bylaws, the Contract and applicable law.

Section 2. Method of Selection and Appointment. Nomination and appointment to the Academy Board shall be handled in the following manner:

Provisionally, the Academy Board shall appoint members to serve until such time as the Authorizer selects and appoints same pursuant to the method below.

I. Method of Selection and Appointment of Academy Board Members:

- a. Initial Academy Board Member Nominations and Appointments: As part of the Academy's application, the Academy shall propose to the Director of the Charter Schools Office ("Director") of Bay Mills Community College ("BMCC"), the names of proposed individuals to serve on the initial Academy Board. When the Director recommends an initial contract for approval to the Bay Mills Community College Board of Regents ("Board of Regents"), he/she shall include recommendations for initial Academy Board members. These recommendations may, but are not required to, include individuals proposed by the Academy. To be considered for appointment, the nominees must have completed the required board member candidate application materials, including at least (i) the Academy Board Member Questionnaire prescribed by the BMCC Charter Schools Office; and (ii) the Criminal Background Check Report prescribed by the BMCC Charter Schools Office.
- b. Subsequent Academy Board Member Nominations and Appointments: Except as provided in paragraph (2) below, the Academy Board may nominate individuals for subsequent Academy Board positions. As part of the appointment process, the Academy Board may submit to the Director: (i) the name of the nominee; (ii) the board member candidate application materials identified in paragraph (a) above; and (iii) a copy of the Academy Board nominating resolution. The Director may or may not recommend the proposed nominee submitted by the Academy Board. If the Director does not recommend a nominee submitted by the Academy Board, the Director shall select a nominee and forward that recommendation to the Board of Regents for appointment. The Board of Regents shall have the sole and exclusive right to appoint members to the Academy Board.
- c. Exigent Appointments: When the Director determines an "exigent condition" exists which requires him/her to make an appointment to the Academy Board, the Director, with BMCC President approval, may immediately appoint a person to serve as an Academy Board member for the time specified, but not longer than the next meeting held by the Board of Regents when a regular appointment may be made by the Board of Regents. The Director shall make the appointment in writing and notify the Academy Board of the appointment. Exigent conditions include, but are not limited to when an Academy Board seat is vacant, when a Academy Board cannot reach a quorum, when the Board of Regents determines that an Academy Board member's service is no longer required, when an Academy Board member is removed, when an Academy Board fails to fill a vacancy, or other reasons which would prohibit the Academy Board from taking action without such an appointment.

2. Qualifications of Academy Board Members: To be qualified to serve on the Academy Board, a person shall: (a) be a citizen of the United States; (b) reside in the State of Michigan; (c) submit all materials requested by the BMCC Charter Schools Office including, but not limited to, a BMCC Academy Board Member Questionnaire and a release for criminal history background check; (d) not be an employee of the Academy; (e) not be a director, officer, or employee of a company or other entity that contracts with the Academy; and (f) not be an employee or representative of BMCC or be a member of the Board of Regents.
3. Oath /Acceptance of Office / Voting Rights: Following appointment by the Board of Regents, Academy Board appointees may begin their legal duties, including the right to vote, after they have signed an Acceptance of Public Office form and taken the Oath or Affirmation of Public Office administered by a member of the Academy Board, other public official or notary public.
4. Length of Term; Removal: An appointed Academy Board member is an “at will” board member who shall serve at the pleasure of the Board of Regents for a term of office not to exceed three (3) years. Regardless of the length of term, terms shall end on June 30 of the final year of service, unless shorter due to other provisions of these Bylaws. A person appointed to serve as an Academy Board member may be reappointed to serve additional terms. When an Academy Board member is appointed to complete the term of service of another Academy Board member, their service ends at the end of the previous Academy Board member’s term.

If the Board of Regents determines that an Academy Board member’s service in office is no longer required, then the Board of Regents may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member’s service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy Board for cause.

5. Resignations: A member of the Academy Board may resign from office by submitting a written resignation or by notifying the Director. The resignation is effective upon receipt by the Director, unless a later date is specified in the resignation. A written notice of resignation is not required. If no such written notification is provided, then the Director shall confirm a resignation in writing. The resignation shall be effective upon the date the Director sends confirmation to the resigning Academy Board member.
6. Vacancy: An Academy Board position shall be considered vacant when an Academy Board member:
 - a. Resigns
 - b. Dies
 - c. Is removed from Office
 - d. Is convicted of a felony

- e. Ceases to be qualified
- f. Is incapacitated

7. Filling a Vacancy: The Academy Board may nominate and the Director shall recommend or temporarily appoint persons to fill a vacancy as outlined in the "Subsequent Academy Board Member Nominations and Appointments" and "Exigent Appointments" procedures in this Article.
8. Number of Academy Board Member Positions: The number of member positions of the Academy Board shall be five (5), seven (7) or nine (9), as determined from time to time by the Academy Board.
9. Quorum: In order to legally transact business the Academy Board shall have a quorum physically present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

# of Academy Board positions	# required for Quorum
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

10. Manner of Acting: The Academy Board shall be considered to have "acted," when a duly called meeting of the Academy Board has a quorum present and the number of board members voting in favor of an action is as follows:

# of Academy Board positions	# for Quorum	# required to act
Five (5)	Three (3)	Three (3)
Seven (7)	Four (4)	Four (4)
Nine (9)	Five (5)	Five (5)

Section 3. Compensation. By resolution of the Academy Board, Directors may be paid their expenses, if any, of attendance at each meeting of the Academy Board, subject to the statutes regarding Contracts of Public Servants with Public Entities Act, Act 317, Public Acts of Michigan, 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws, the Standards of Conduct for Public Officers and Employees Act, Act 196, Public Acts of Michigan, 1973, being sections 15.341 to 15.348 of the Michigan Compiled Laws, and the Incompatible Public Offices Act, Act 566, Public Acts of Michigan, 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws.

ARTICLE V

MEETINGS

- Section 1. Regular Meetings. The Academy Board shall hold a regular meeting

during the month of June each year. The meeting shall be held at such time and place as the Academy Board shall from time to time determine. The Academy Board may also provide, by resolution, the time and place, within the State of Michigan, for the holding of additional regular meetings. The Academy shall provide notice of all regular meetings as required by the Open Meetings Act, Act 267, Public Acts of Michigan, 1976, being section 15.261 of the Michigan Compiled Laws.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the President or any Academy Board member. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the State of Michigan. The corporation shall provide notice of all special meetings as required by the Open Meetings Act.

Section 3. Notice; Waiver. The Academy Board must comply with the notice provisions of the Open Meetings Act. In addition, notice of any meeting shall be given to each Academy Board member stating the time and place of the meeting, delivered personally or mailed or sent by facsimile to each Academy Board member at the Academy Board member's business address. Any Academy Board member may waive notice of any meeting by written statement, or telecopy sent by the Academy Board member, signed before or after the holding of the meeting. The attendance of an Academy Board member at a meeting constitutes a waiver of notice of such meeting, except where an Academy Board member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 4. Open Meetings Act. All meetings of the Academy Board, shall at all times be in compliance with the Open Meetings Act.

Section 5. Presumption of Assent. An Academy Board member of the Academy Board who is present at a meeting of the Academy Board at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Academy Board member's dissent shall be entered in the minutes of the meeting or unless that Academy Board member shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Academy Board member who voted in favor of such action.

ARTICLE VI

COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Academy Board members selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as

delegated by the Academy Board, except (i) filling of vacancies in the officers of the Academy Board or committees created pursuant to this Section; (ii) amending the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, Bylaws or applicable law. All committee meetings shall at all times be in compliance with the Open Meetings Act. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports the Academy Board of its activities as the Academy Board may request.

ARTICLE VII

OFFICERS OF THE BOARD

Section 1. Number. The officers of the Academy shall be a President, Vice-President, Secretary, Treasurer, and such assistant officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect the initial officers at its first duly noticed meeting. Thereafter, the Academy Board shall elect the officers annually as terms expire at the annual meeting of the Academy Board. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officers resigns or is removed in the manner provided in Article IV, Section 2.

Section 3. Removal. If the Board of Regents determines that an Academy Board member's service in office is no longer required, then the Board of Regents may remove an Academy Board member with or without cause and shall specify the date when the Academy Board member's service ends. An Academy Board member may be removed from office by a two-thirds (2/3) vote of the Academy Board for cause.

Section 4. Vacancies. A vacancy in any office shall be filled in accordance with Article IV, Section 2.

Section 5. President. The President of the Academy shall be a member of the Academy Board. The President shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex-officio member of all standing committees and may be designated Chairperson of those committees by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice-President. The Vice-President of the Academy shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the

Vice-President by the President or the Academy Board.

Section 7. Secretary. The Secretary of the Academy shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and if applicable, of the seal of the corporation, and see that the seal of the corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Academy Board member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Academy shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or the Academy Board. The Academy Board members shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Officers shall not receive a salary unless the salary has been specifically approved by the Academy Board, Officers of the corporation who are Academy Board members may not be compensated for their services. They may, however, receive traveling and other expenses as provided in these Bylaws.

Section 11. Filling More Than One Office. Subject to the Incompatible Public Offices Act, any two offices of the corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal, if any, thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind BMCC or impose any liability on BMCC, its trustees, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Academy Board otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of BMCC or impose any liability on BMCC, its trustees, officers, employees or agents.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited within three (3) business days after the receipt of the funds by the corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under section 1221 of the Revised School Code, being Section 380.1221 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by the Academy. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other corporation and owned or controlled by the Academy may be voted at any meeting of security holders of such other corporation by the President of the Academy or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of the Academy or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by the Academy shall be executed in the name of the Academy by the President, the Secretary or the Treasurer of the Academy without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of the Academy shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by the Academy the same as such shares or other securities might be voted by the Academy.

Section 6. Contracts Between Corporation and Related Persons. As required by applicable law, any Academy Board member, officer or employee of the Academy, who enters into a contract with the Academy, that meets the definition of contract under the statute on Contracts of Public Servants with Public Entities Act, Act 317, Public Acts of Michigan, 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws, shall comply with the public disclosure requirement set forth in Section 3 of such Act.

ARTICLE IX

INDEMNIFICATION

To the extent permitted by law, each person who is or was a member of the Academy Board, or a trustee, director, officer or member of a committee of the Academy and each person who serves or has served at the request of the Academy as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the corporation to the fullest extent permitted by the applicable laws of the State of Michigan as they may be in effect from time to time. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under applicable laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR, BUDGET AND UNIFORM BUDGETING AND ACCOUNTING

Section 1. Fiscal Year, Budget and Uniform Budgeting and Accounting. The fiscal year of the corporation shall begin on the first day of July in each year. The Academy Board, subject to the oversight responsibilities of the Board of Regents, shall have exclusive control of the budget. The Academy Board shall prepare and publish an annual budget in accordance with the Uniform Budgeting and Accounting Act, being Act 2, Public Acts of Michigan, 1968, as amended.

ARTICLE XI

SEAL

The Academy Board may provide a corporate seal, which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Michigan and the words "Corporate Seal" and "Public School Academy."

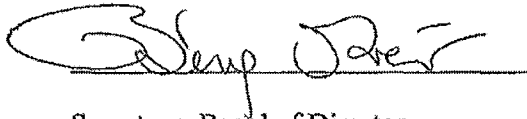
ARTICLE XII

AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal have been given in accordance with the notice requirements for special meetings. Upon approval, the Academy Board shall forward the amendment to the BMCC Charter Schools Office. The amendment shall be automatically incorporated into Schedule 3 of the Contract upon receipt of the amendment by the BMCC Charter Schools Office. The Academy Board is encouraged to submit proposed Bylaw changes to the BMCC Charter Schools Office, for review and comment, prior to adoption. If at any time BMCC identifies a provision in the Academy's Bylaws that violates or conflicts with applicable law or the Contract, it shall notify the Academy Board in writing and the Academy Board shall remedy the identified provision to be in concert with applicable law and the Contract.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by the Academy Board on the 26 day of MARch, 2010.



Secretary, Board of Directors

Tab 3

CONTRACT SCHEDULE 3
FISCAL AGENT AGREEMENT

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Wellspring Preparatory High School, a public school academy.

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the College Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the College Board is required by law to forward any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy to the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the College Board or an officer or employee of Bay Mills Community College as designated by the College Board.

"Other Funds" means any other public or private funds which the Academy receives and for which the College Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The College Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments. By separate agreement, the College Board and the Academy may also agree that the College Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and send to the Academy within thirty (30) days of September 1, 2018, and annually thereafter, a written report dated as of August 31 summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the College Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Wellspring Preparatory High School.

BY:

Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-23-18

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Bay Mills Community College Board of Regents to the Wellspring Preparatory High School.

BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-23-18

Acknowledgment of Receipt

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BY: Mary G. Martin
Mary G. Martin, Executive Director
Bureau of State and Authority Finance
Michigan Department of Treasury

Date: 5-23-18

Tab 4

CONTRACT SCHEDULE 4

OVERSIGHT AGREEMENT

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by the Bay Mills Community College Board of Regents ("College Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Wellspring Preparatory High School (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the College Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the College Board as the initial point of contact for public school academy applicants and public school academies authorized by the College Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the College Board's oversight responsibilities set forth in Section 2.01 of this Agreement.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the College Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the College Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually between the Academy Board of Directors and a designee of the College Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the College Board or its designee.
- j. Evaluate whether the Academy appropriately administers all optional or statutorily mandated assessments pursuant to the Academy's student population, goals and programs.
- k. Take other actions, as authorizing body, as permitted or required by the Code.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

- a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.
- b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.
- c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.
- d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to counsel for the College Board as designated in Article XII of the Terms and Conditions.
- e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.
- f. Provide proposed minutes of all Academy Board of Directors' meetings to the Charter Schools Office no later than ten (10) business days after such meeting, and provide approved final minutes to the Charter Schools Office within five (5) business days after the minutes are approved.
- g. Submit to the Charter Schools Office prior to the issuance of the Contract, copies of insurance policies evidencing all insurance as required by the Contract.
- h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract..
- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.
- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy

must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Contract and the Code.

m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

n. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy will make budget revisions in a manner prescribed by law. Within thirty (30) days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

o. Unless the College Charter Schools Office submits, within 5 days of submission, a copy of the budgetary assumptions submitted by the Academy to the Center for Educational Performance and Information (CEPI) and confirm that the submitted budgetary assumptions were used in the adoption of the Academy's annual budget.

p. Submit copies to the College Charter Schools Office of any periodic financial status reports required of the Academy by the Department of Treasury.

q. Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the College Charter Schools Office under Section 1220 of the Code.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar, the dates in the Master Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The College Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The College Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the College or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the College Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible. If the Academy elects to enter into a contract for an administrative review with the [University/ College/ District] Charter Schools Office, the costs of performing an administrative review shall not be part of the administrative fee under this section but shall be an added service provided by the [University/ College/ District] Charter Schools Office to the Academy on a fee for service basis, as authorized under the Code.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the College Board by this Agreement.

Section 4.03. Audit and Evaluation. The Academy:

- a. hereby authorizes the Charter Schools Office to perform audit and evaluation studies using Academy data including, but not limited to, personally identifiable information about the Academy's students and staff submitted by the Academy to agencies including, but not limited to, Center for Educational Performance and Information ("CEPI"), Office of Educational Assessment and Accountability ("OEAA") and the Michigan Department of Education ("MDE"). Pursuant to this authorization, the Charter Schools Office shall abide by the regulations that govern the use of student data within the Family Educational Rights and Privacy Act (FERPA - 34 CFR Part 99), the Michigan Identity Theft Protection Act of 2004, and the Privacy Act of 1974.

b. shall upon request, provide the Charter Schools Office with copies or view access to data, documents or information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, the State Board of Education, the Center for Educational Performance and Information, or any other state or federal agency.

Section 4.04. Fiscal Stress Notification from State Treasurer. If the State Treasurer notifies the Academy that the State Treasurer has declared the potential for Academy financial stress exists, the Academy shall provide a copy of the notice to the College Charter Schools Office. Within fifteen (15) days of receipt of the notification from the Academy, the College Charter Schools Office Director shall notify the Academy whether the College Charter Schools Office is interested in entering into a contract to perform an administrative review for the Academy. The parties shall consult with the Department of Treasury on the development of the contract and the contract for administrative review shall comply with the Code. If the College is not interested in performing an administrative review or the parties are unable to reach agreement on an administrative review, the Academy shall consider entering into a contract for an administrative review with an intermediate school district. Nothing in this section shall prohibit the Academy from electing to enter into a contract for an administrative review with an intermediate school district. Nothing in this section shall require the Academy from electing to enter or not enter into a contract for an administrative review with the University or an intermediate school district.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy

Board

10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities
19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

Tab 5

CONTRACT SCHEDULE 5

DESCRIPTION OF STAFF RESPONSIBILITIES

Schedule 5: Description of Staff Responsibilities

Principal5-1

Teacher 5-2

Special Education Teacher5-3

Technology Specialist5-4

Registrar 5-5

Instructional Aide.....5-6

Educational Service Provider5-7

Responsibilities for Staff Members:

Following is a brief discussion of the main positions and their responsibilities that will be staffed at Wellspring Preparatory High School. Some positions, such as custodian, may be contracted labor.

Principal

Employed by: Prep Net

Reports to: Academy Board

Responsibilities:

- Hire and evaluate school staff
- Develop and evaluate educational program to ensure conformance to state, federal, school board and National Heritage Academies' standards.
- Develop and coordinate educational programs through meetings with staff, review of teachers' activities and issuance of directives
- Confer with teachers, students, and parents concerning educational and behavioral problems in school
- Establish and maintain relationships with colleges, community organizations, and other schools to coordinate educational services
- Facilitate parent education and involvement
- Requisition and allocate supplies, equipment and instructional material as needed
- Direct preparation of class schedules, cumulative records and attendance reports
- Monitor safety and security of students, staff, visitors and school facility
- Monitor school budget and manage expenses
- Direct building maintenance and custodial services
- Develop and administer educational programs for students with mental or physical disabilities

Qualifications:

- Must meet state requirements for elementary principals
- Master's degree (M.A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience
- Demonstrated successful leadership as a school principal
- Demonstrated successful teaching experience
- Exhibited leadership in working with professional staff, students and the community
- Must successfully complete criminal history and criminal background check

Teacher

Teachers are responsible to implement the curriculum, coordinate with educational assistants, maintain current achievement level information, assign additional studies to students not meeting or exceeding achievement, keep accurate student records, and establish classroom procedures. Teachers are also responsible to order supplementary education materials, request parent volunteers and report all education-related activities to the Principal.

Employed by: Prep Net

Reports to: Principal

Responsibilities:

- Strategically plan the year's learning objectives
- Model enthusiasm for learning
- Teach the curriculum provided for the grade level
- Provide thoughtfully-prepared, high-quality lessons each day
- Develop materials as needed for all academic subjects to ensure excellent opportunities for students to master material
- Assess student learning and check frequently for mastery of material
- Provide parents with regular feedback regarding their student's progress through verbal contact, written contact, progress reports, report cards, and parent/teacher conferences
- Promote character development by establishing an atmosphere of integrity, high expectations, and sensitivity
- Maintain a neat, orderly, functional, cheerful-looking classroom
- Work effectively with his/her grade level team (where applicable) and the rest of the staff team
- Supervise recess periods, lunch periods, and other activities when a parent volunteer is not available
- Follow the Student Discipline Policy and all other discipline policies
- Grow professionally through further academic studies
- Understand and support all aspects of the Employee Handbook and Benefit Plan Descriptions
- Use Infinite Campus to record grades, report attendance, complete report cards, and access online educational materials
- Assist the Principal in other duties as requested

Qualifications:

- Bachelor's Degree and appropriate Teaching Certificate/Licensure
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated ability to work effectively as a team member
- Must successfully complete criminal history and criminal background check

Special Education Teacher

The Special Education Teacher at the school is a versatile individual who specializes in working with students with disabilities and their families to maximize their potential.

Employed by: Prep Net

Reports to: Principal

Responsibilities:

- Provide direct and indirect instruction
- Provide long and short term planning that addresses individual needs of students
- Evaluate students' progress
- Teach a multi-model approach
- Provide an inviting, exciting, innovative, learning environment
- Establish and maintain classroom management procedures
- Report directly to the Dean of Student Services
- Prepare written reports accurately and submit in a timely manner
- Effectively communicate with regular education teachers, parents and administrators to facilitate the IEPC procedure
- Effectively consult with parents, students, teachers, and administration
- Provide professional liaison between school and home when necessary
- Remain current on rules set forth in special education law
- Maintain privacy of student records and information

Qualifications:

- Michigan Elementary Teaching Certificate
- Michigan Special Education Certification
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated ability to work effectively as a team member
- Most successfully complete criminal history and criminal background check

Technology Specialist

The Technology Specialist's role is to provide the leadership and expertise necessary to ensure that the school's technology programs are an integral part of the instructional program. The Technology Specialist will assume the responsibility of leader, trainer, manager, teacher, and information specialist.

Employed By: Prep Net

Reports to: Principal

Responsibilities:

- Work with administrators and school personnel to develop long range goals and objectives for the school library and technology programs
- Serve as the primary contact for technology matters in the school
- Initiate and maintain contact with Principal, teachers, and students to implement library and technology programs
- Communicate the philosophy and goals of the school technology programs to the students, teachers, administration and community
- Plan, teach, evaluate and reinforce instruction designed to make students and staff effective users of information
- Make resources available to students and teachers through a systematically developed and organized collection of materials and technology
- Arrange for flexible scheduling of media center and technology
- Participate in school leadership and strategic planning at the building level
- Provide staff development opportunities for school personnel in the selection, use, evaluation and availability of media
- Provide indirect supervision of the volunteer staff in the media center(s)

Qualifications:

- Bachelor's Degree
- Two to three years of experience in I.T. field
- Ability to establish and maintain effective working relationships with students, peers and parents
- Must successfully complete criminal history and criminal background check

Registrar

The Registrar will maintain the school office and provide assistance to students, parents, and staff.

Employed by: Prep Net

Reports to: Principal

Responsibilities:

- Maintain and update record-keeping at the school
- Answer phones
- Maintain student counts
- Maintain student database
- Maintain student master schedule
- Provide assistance to staff and students
- Perform as a receptionist for the school

Qualifications:

- Ability to word process and utilize a database accurately
- Demonstrated ability to communicate and work effectively with staff and parents
- Ability to adapt to constantly changing needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Must successfully complete criminal history and criminal background check

Instructional Aide

Employed by: Prep Net

Reports to: Principal

The Instructional Aide at the school will provide assistance and support under the direct supervision of a certified or licensed teacher, as needed. The Instructional Aide's responsibilities include, but are not limited to:

Responsibilities:

- Assist with oversight and technical operations of computer laboratories
- Assist with physical care tasks and health-related activities as appropriate
- Assist students with behavioral/management needs
- Assist with setting up laboratory equipment, conducting experiments and performing limited reviews of student laboratory reports
- Assist with technical preparation and production of media programs
- Read to and play audio-visual materials for children
- Assist with proctoring examinations and other related tasks
- Assist with correcting test papers, recording grades, maintaining files and preparing statistical reports
- Manage records, materials and equipment
- Supervise students

Qualifications:

- Must successfully complete criminal history and criminal background check.

Educational Service Provider Agreement

The Academy's Educational Service Provider Agreement is not yet complete. The Academy shall submit a revised Educational Service Provider Agreement to the Charter Schools Office by August 31, 2018. Upon completion, the Academy shall submit a copy of the executed Educational Service Provider Agreement to the Charter Schools Office, which the Charter Schools Office will then submit to the Michigan Department of Education.

Tab 6

CONTRACT SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

Wellspring Preparatory High School

Physical Plant Description

	<u>Page</u>
Physical Plant Description	6-1
Site Plan	6-3
Floor Plan.....	6-8
Occupancy Approval	6-11
Lease Agreement	6-12

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 physical plant (the "Site") of Wellspring Preparatory High School ("Academy") is as follows:

Address: 1031 Page NE
Grand Rapids, MI 49505

Description: The school facility is located at 1031 Page Street NE, Grand Rapids Michigan on approximately 8 acres of land at the intersection of Page Street and Spring Avenue. The school is a three-story brick building of approximately 75,000 sq ft. When the school started, the program occupied only a portion of the facility. Since then the school has grown to occupy the entire space and the building has been updated to address the needs of the program. A new athletic area was added in the summer of 2016. There are 28 classrooms, an art room, band and orchestra room, science lab, resource room, kitchen and cafeteria.

Term of Use: Term of Contract

Configuration of Grade Levels: Nine through Twelve

Name of School District and Intermediate School District:

Local: Grand Rapids Public Schools
ISD: Kent ISD

3. It is acknowledged and agreed that the following information about this 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.

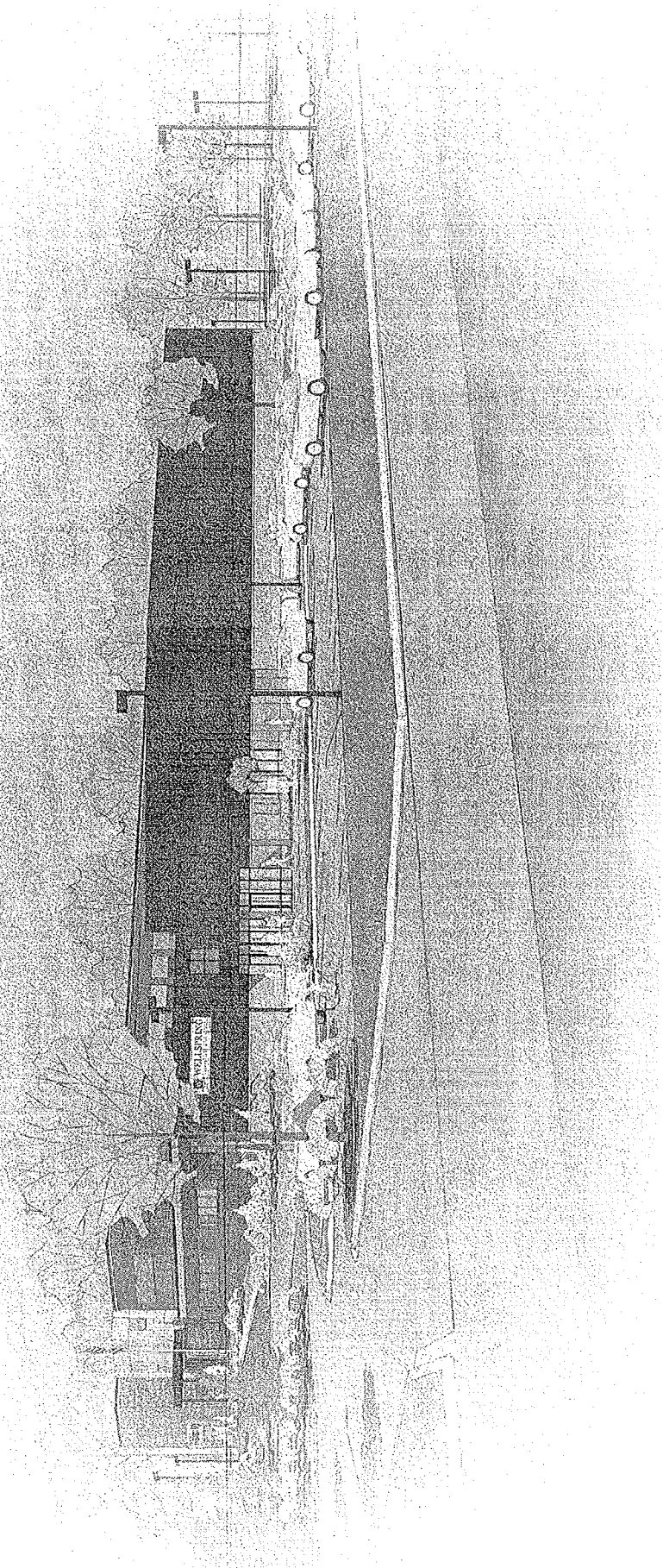
- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of lease or purchase agreement

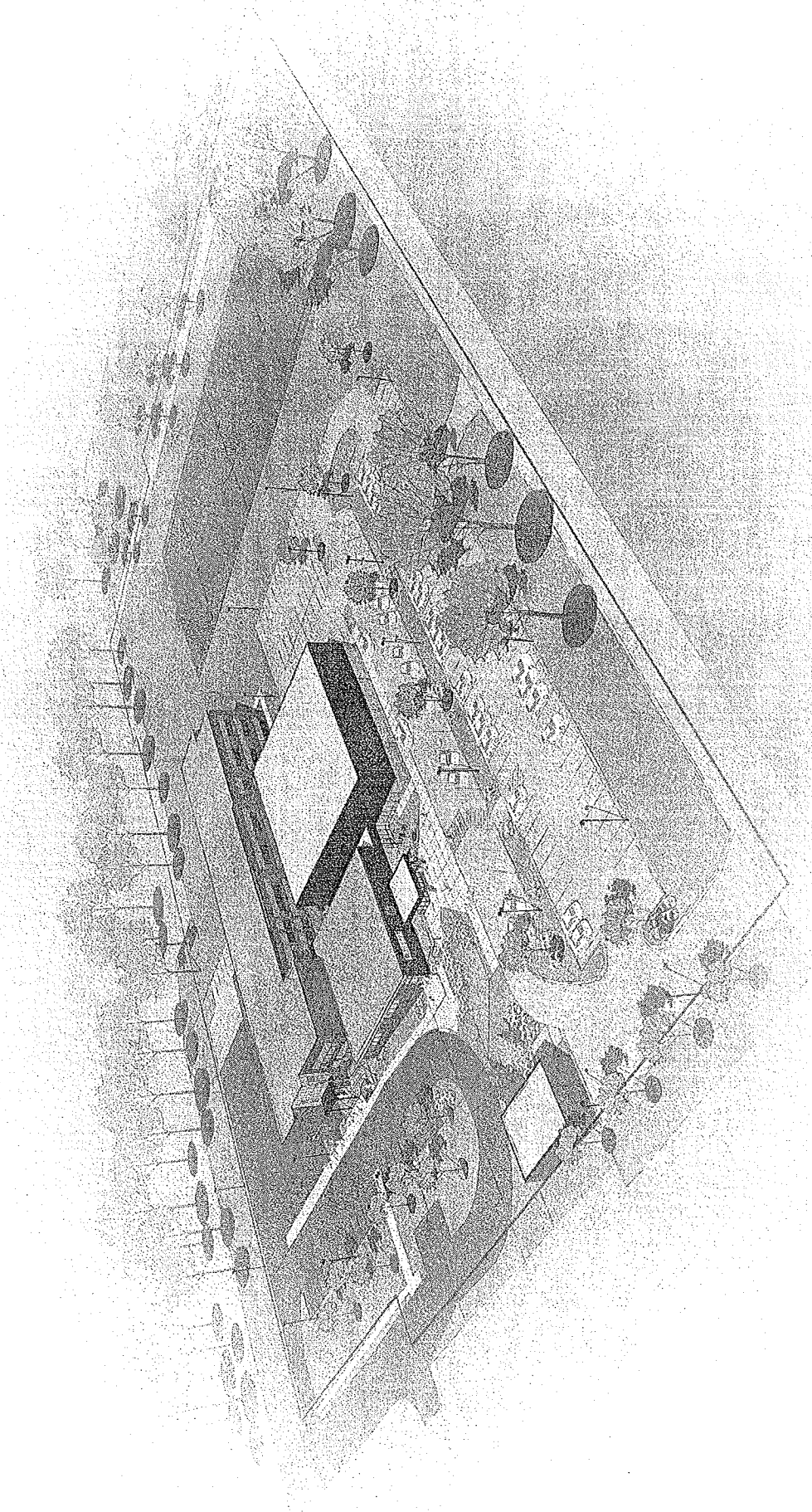
4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes in a public school academy in this state until it has obtained the necessary fire, health and safety approvals 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

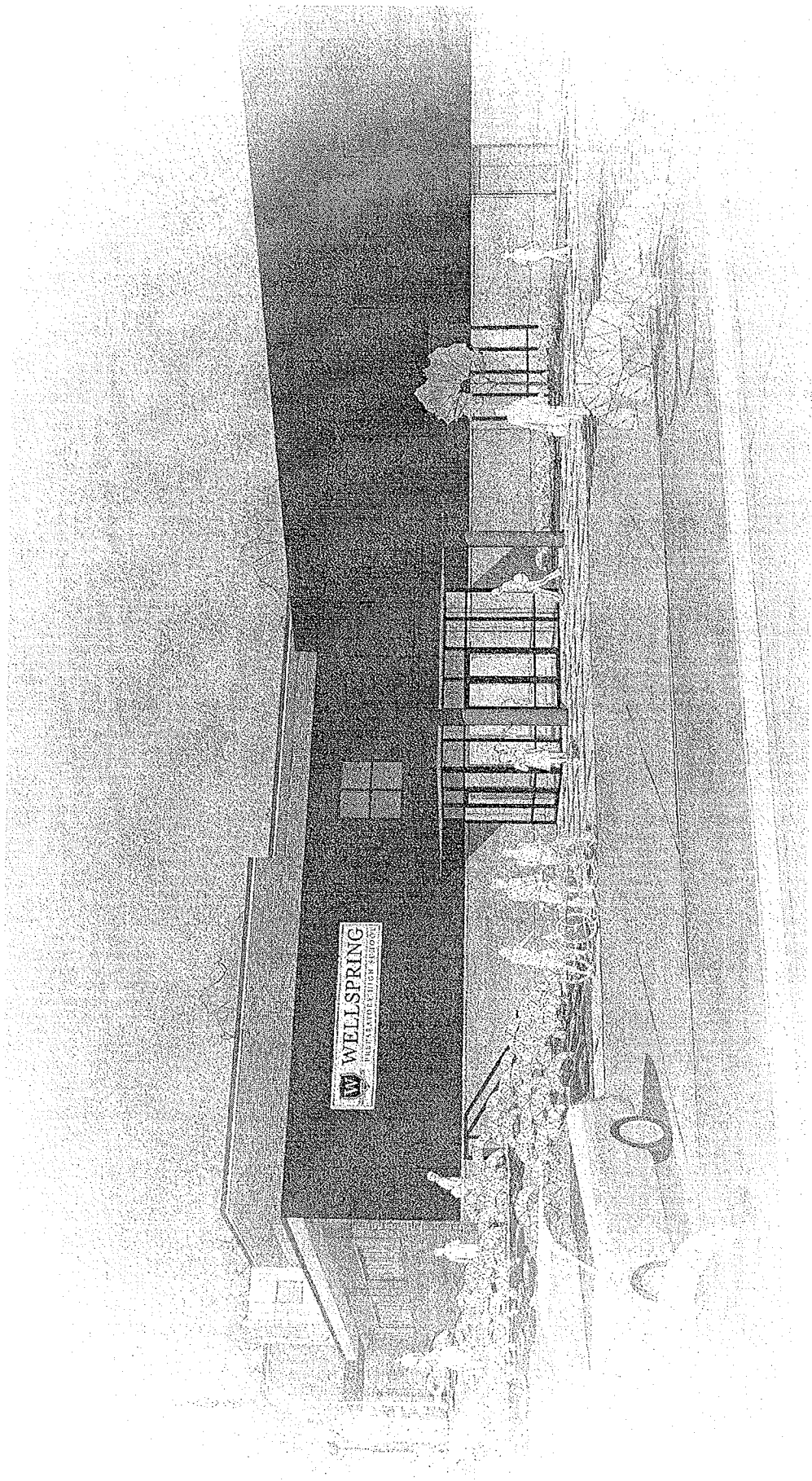
operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

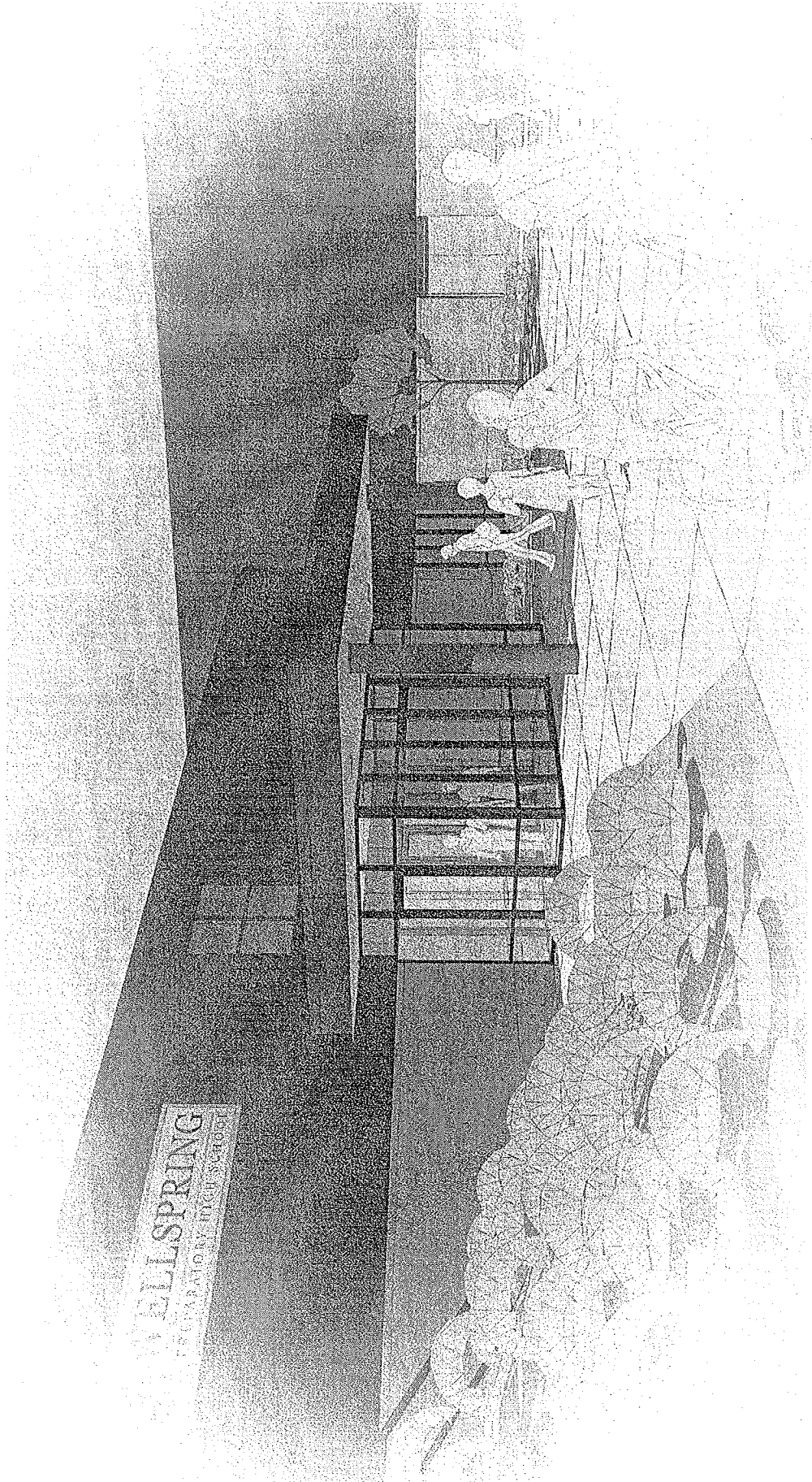
5. If the Site described above is not used as the physical facilities for the Academy, then Schedule 6 of this Contract between the Academy and the College Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's physical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

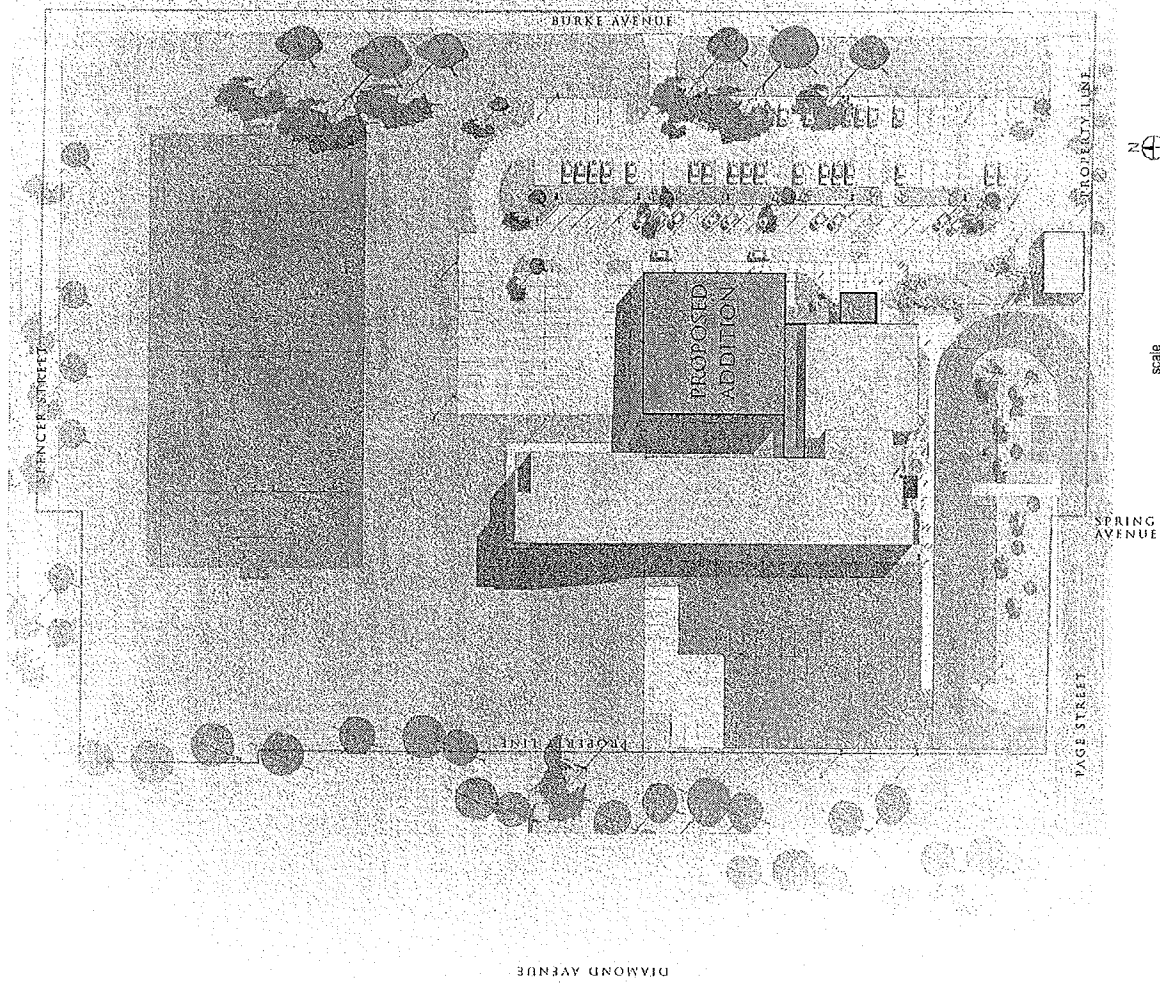
6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions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











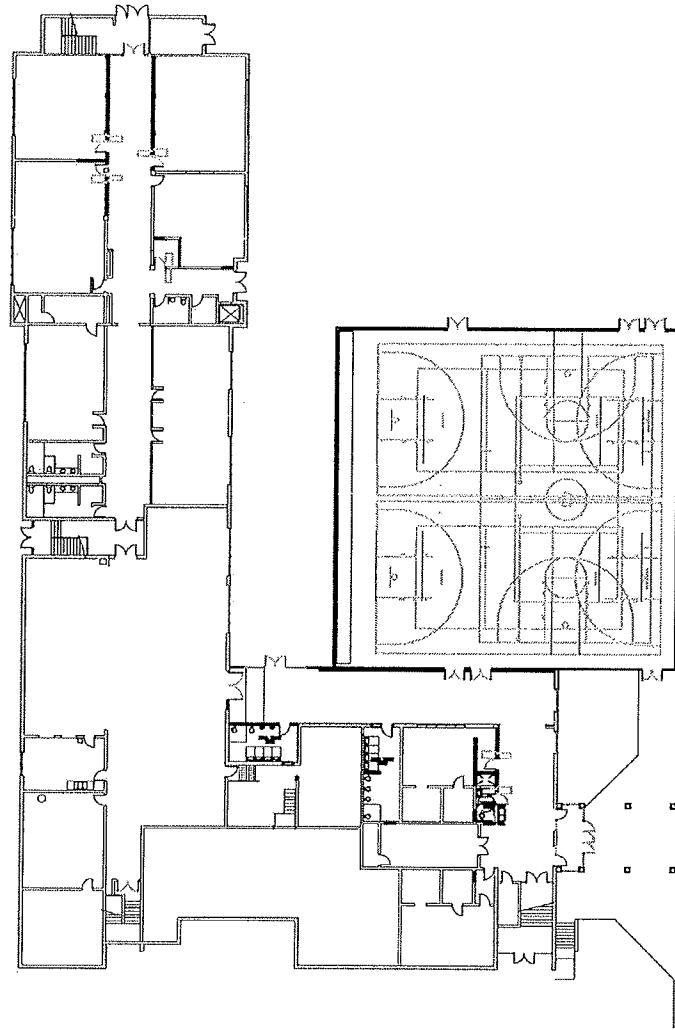
20150001 12.7.2015



SITE DIAGRAM

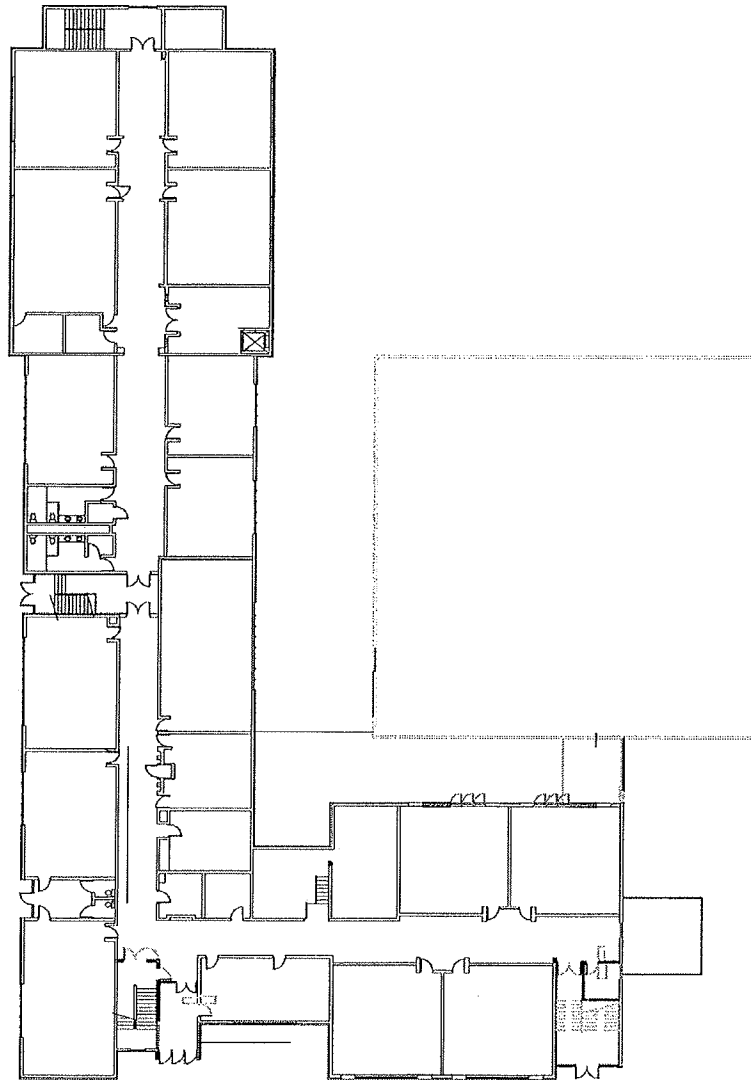
Wellspring Prep

Lower Level



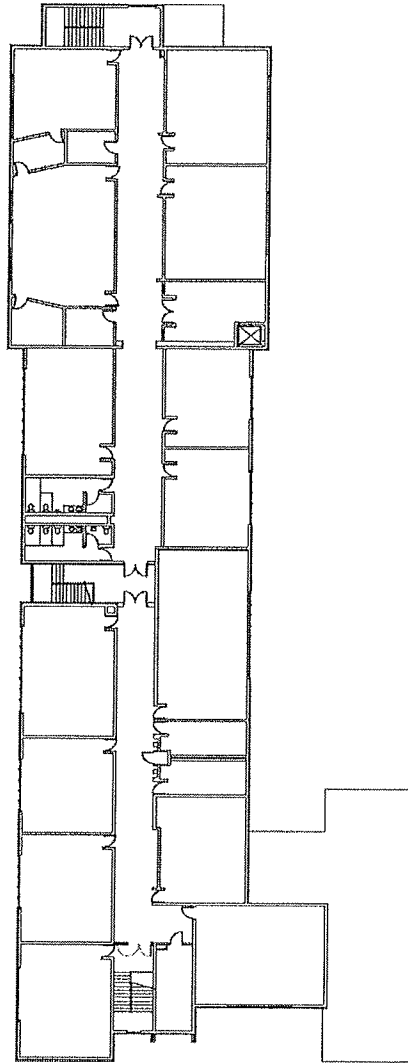
Wellspring Prep

Main Level



Wellspring Prep

Upper Level



CERTIFICATE OF USE AND OCCUPANCY

PERMANENT

Michigan Department of Licensing and Regulatory Affairs

Bureau of Construction Codes/Building Division

P.O. Box 30254

Lansing, MI 48909

Authority: 1972 PA 230

(517) 241-9317

Building Permit No: BLDG16-00813

1031 PAGE ST

Grand Rapids, MI 49505

COUNTY: Kent

The above named building of Use Group E, Education and Construction Type 2B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 111.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Print Date: 01/12/2017

Lease Agreement

The Academy's Lease Agreement is not yet complete. The Academy shall submit a revised Lease Agreement to the Charter Schools Office by August 31, 2018. Upon completion, the Academy shall submit a copy of the executed Lease Agreement to the Charter Schools Office, which the Charter Schools Office will then submit to the Michigan Department of Education.

Tab 7

CONTRACT SCHEDULE 7
REQUIRED INFORMATION FOR
PUBLIC SCHOOL ACADEMY

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by Part 6A of the Revised School Code ("Code"). The required information for the Academy is contained in this Schedule 7.

- Section a. Governance Structure. The governance structure of the Academy is set forth in Section a of this Schedule.
- Section b. Educational Goals. The educational goals of the Academy are set forth in Section b of this Schedule.
- Section c. Educational Programs. The educational programs of the Academy are set forth in Section c of this Schedule.
- Section d. Curriculum. The curriculum of the Academy is set forth in Section d of this Schedule.
- Section e. Methods of Pupil Assessment. The methods of pupil assessment of the Academy are set forth in Section e of this Schedule.
- Section f. Application and Enrollment of Students. The application and enrollment of students criteria of the Academy are set forth in Section f of this Schedule.
- Section g. School Calendar and School Day Schedule. The school calendar and school day schedule procedures are set forth in Section g of this Schedule.
- Section h. Age or Grade Range of Pupils. The age or grade range of pupils to be enrolled by the Academy are set forth in Section h of this Schedule.

Tab A

SECTION A

GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE

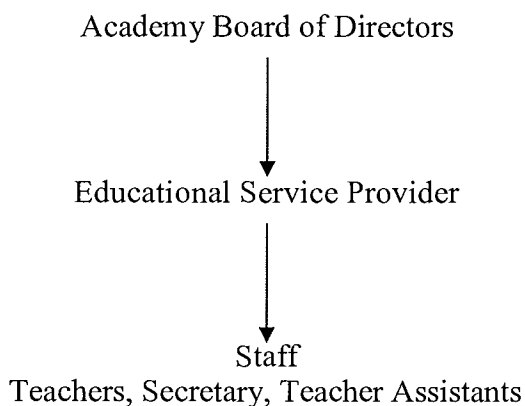
The College Board shall appoint the Board of Directors of the Academy ("Academy Board"). The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy. The Academy Board is responsible for assuring that the Academy operates according to the terms and conditions of this Contract and Applicable law. Contract Schedule 2: Bylaws, Articles IV and V, set forth a further description of the Academy Board's governance structure.

The Academy is incorporated as a non-stock, directorship nonprofit corporation. The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the College Board. The College Board shall select the members of the Academy Board according to the terms and conditions set forth by the Bay Mills Community College Board of Regents.

The Academy Board shall manage the business, property and affairs of the Academy. The Academy Board shall set all educational, fiscal and administrative policies for the Academy.

With the issuance of this Contract, the Academy Board may contract with a service provider to implement the Academy's educational program as set forth in Schedule 7 of this Contract. If the Academy Board retains a service provider, that service provider will be responsible for the performance of the Academy and will be accountable to the Academy Board. A service provider must report to the Academy Board at regularly scheduled times and upon any request by the Academy Board.

The Governance Structure of the Academy:



The Academy Board consists of five (5) members. Nominations and appointments of subsequent members shall be made in accordance with this Contract. Vacancies in office shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board Members are as follows:

President Sheryl Siegel

361 Lakeside Drive SE

Grand Rapids, MI 49506

Home Phone: (616) 459-8022

Email Address: siegel361.sheryl@gmail.com

Term Ends: June 30, 2020

Vice President Mark Lemoine

4183 Tradewind Drive NE

Rockford, MI 49341

Home Phone: (616) 915-2580

Email Address: marklemoine@fifthlevelventures.com

Term Ends: June 30, 2018

Secretary Janice Hidalgo

460 Cheshire Dr. NE

Grand Rapids, MI 49505

Cell Phone: (616) 862-7906

Email Address: janicehidalgo6@gmail.com

Term Ends: June 30, 2019

Treasurer Josh Lunger

1570 Lyon St NE

Grand Rapids, MI 49503

Home Phone: (616) 901-5168

Email Address: lungerj@grandrapids.org

Term Ends: June 30, 2020

Director Joseph Gavan

5910 Blakely Dr. NE

Belmont, MI 49306

Cell Phone: 616-560-8392

Email Address: jpgavan2007@yahoo.com

Term Ends: June 30, 2019

Tab B

SECTION B
EDUCATIONAL GOALS

Pursuant to Applicable Law and Terms and Conditions of this Contract, including 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. Upon request, the Academy shall provide Bay Mills Community College Charter Schools Office (BMCSO) with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, Bay Mills Community College Board of Regents Public School Academy Authorizing Body 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, BMCSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students in grades 9-11 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 9-11	The average grade-level scores in reading and math as measured by the Measure of Academic Progress by NWEA and average scores in all subjects as measured by SAT test.	Students enrolled for two or more consecutive years will on average achieve scores equal to or greater than the college readiness achievement targets identified in this schedule.

Measure 2: Student Growth

The academic growth of all students in grades 9-11 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 9-11	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.

*The measure of student growth is the most important, but not the only factor the authorizing body 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: academy's comparative position within state accountability reports, required state test proficiency rates compared to surrounding district's, the trend in the number of students reaching growth targets and achievement targets over the contract period.

Achievement Targets

Grade	NWEA Reading End-of-Year Target	NWEA Math End-of-Year Target
9	222.9	236
10	223.8	236.6
11	Composite SAT Score - 990	

Tab C

SECTION C

EDUCATIONAL PROGRAMS

MISSION

The mission of Wellspring Prep is to prepare each student for college success.

CHARACTER AND LEADERSHIP DEVELOPMENT

Central to instruction in the humanities courses is the teaching of ethics, logic and philosophy. Teachers will model in their instruction the spirit of Socrates' assertion that "the unexamined life is not worth living." Teachers will explore the history of the concept of the Greek cardinal virtues: Justice, Temperance, Prudence, and Fortitude throughout the history of Western political and philosophical thought. Students will be introduced to the works of Plato, Aristotle, Machiavelli, Locke, Hume, and Kant. They will discuss the concept of virtue with students, model it, and encourage students to demonstrate it as well. The character development program will be integrated with literature and other subject matter in an effort to make it as relevant to daily living as possible.

UNIQUE ELEMENTS

- Each graduate will successfully complete a minimum of two AP courses
- Each graduate will make successful application to college
- Each graduate will complete 60 hours of community service
- Individualized college, academic, and professional planning
- Students and parents/guardians must sign an agreement outlining the school's rules, procedures, and expectations
- After-school programs will include: athletics (soccer, basketball, volleyball), art, drama, music programs, and community service

CURRICULUM EVALUATION PLAN

The curriculum and instructional strategies will be reviewed annually. This review will target problem areas and possible solutions using student achievement results.

The Wellspring Prep staff will be committed to the overall success of the high school. Prior to the start of a new school year, the staff will meet for training sessions and strategic planning. The training sessions will focus on research-based teaching strategies of core subjects, additional subjects, and the character development program.

People from all areas of the school community, including: administration, faculty, students, parents, community members, and board members will be invited to give input to the school improvement planning team. It will be the goal of the team to identify curriculum changes needed, strategies to implement and professional development needed to improve weak areas. The staff will review the plan and make additional suggestions as well as develop personal goals and improvement plans for their area of responsibility. The School Improvement Plan will be published for staff implementation prior to each new school year.

Over time, the most important measure of our school's effectiveness will be is the percentage of students who graduate from high school with the opportunity to attend college. Based on a longitudinal study, results will show that a greater percentage of students from Wellspring Prep graduate from high school with this opportunity than from the high schools in the traditional public school districts where they reside.

HIGH SCHOOL GRADUATION REQUIREMENTS

Twenty-two credits is the minimum requirement for graduation from Wellspring Prep. All courses required for graduation must be taken at Wellspring Prep (or a school that Wellspring Prep recognizes in the case of transfers).

Department	Credits	Department	Credits
English	4.0	Math	4.0
Science	3.0	History	3.0*
Foreign Lang.	2.0	Physical Education	1.0 **
Fine Arts	2.0	Electives	3
Credits Total = 22.0			

*Required: World History, Government, and US History (1 year each)

**Independent physical education activities that meet state benchmarks for P.E. outside of school could be substituted to meet this criterion, but must be approved by the principal for credit.

In addition to the above, all students must complete community service requirements and a Senior Thesis. All Wellspring Prep students will also be required to successfully complete 2 AP classes and their senior advisory grade will be determined by their completion of application and acceptance into a 4-year college or university.

Wellspring Prep's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from Wellspring Prep.

Students with disabilities will be assisted in meeting these graduation requirements as appropriate. Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may instead request an individualized course of study leading to a Graduate Equivalency Diploma.

COLLEGE ADMISSION REQUIREMENTS

Before selecting courses, students should review college admission requirements that are available in the counselor's office.

Wellspring Prep recommends that applicants to competitive colleges successfully complete the following High School program, including as many AP offerings in each subject as possible:

- 4 years of English
- 4 years of history
- 4 year of mathematics
- 4 years of science (including biology, chemistry, physics)
- 4 years of foreign language

Wellspring Prep Core Academic Program

CORE

SUBJECT AREA	9th Grade	10th Grade	11th Grade	12th Grade
SCIENCE	Biology	Chemistry/AP Bio	Physics/AP Chemistry	AP Physics/AP Bio/AP Chemistry
MATH	Algebra 1/Geometry	Geometry/Algebra 2	Algebra 2/PreCalc	PreCalc/APCalc/AP Statistics
FOREIGN LANGUAGE	Spanish or second language, including AP Spanish			
ENGLISH	Pre-AP Comp/Lit 9	Pre-AP Comp/Lit 10	American Lit/AP Language	College Comp & Lit/AP Lit
HISTORY	World History/AP WH	Government/APGovt	US History/APUS	Current World Issues/AP European History

ELECTIVES

VISUAL ARTS*	Foundational Art, 2D/3D Art, Digital Media Design, AP Art Studio, AP Art History
PERFORMING ARTS*	Concert Band, Symphonic Band, AP Music Theory, Choir
PHYS ED/HEALTH	1 year of Physical Education (or one year equivalent independent study upon principal's approval)

OTHER

OTHER ELECTIVES*	Computer Applications, AP Psychology, Sociology, AP Economics
COMMUNITY SERVICE	60 hours of Community Service
MONDAY ELECTIVES*	Jazz Band, Creative Writing, Digital Media, Science Olympiad, Community Service
ATHLETICS*	Soccer, Volleyball, Basketball, Cross Country, Track

* Actual programs offered will be determined by student interest and faculty availability

SAMPLE SCHEDULE

9th Grade Example Schedule

English 9
World History 9 or AP World History
Biology
Algebra I, Geometry or Algebra 2
Spanish 1
Concert Band or Foundational Art
Monday Elective

10th Grade Example Schedule

English 10
History 10: Government/Economics
Chemistry or AP Biology
Geometry, Algebra 2 or Precalculus
Spanish 2
Symphonic Band or 2D/3D Design
Monday Elective

11th Grade Example Schedule

English 11 or AP English Literature
US History 11 or AP History
Physics or AP Science
Algebra 2, Precalculus or AP Calculus
Spanish 3
Symphonic Band, Advanced 2D/3D Design or other elective
Monday Elective

12th Grade Example Schedule

English 12 or AP English Language
History 12 or AP History
AP Science or Elective
Precalculus, AP Calculus or AP Statistics
Spanish 4 or AP Spanish or Elective
Symphonic Band, Advanced Portfolio Design or other elective
Monday Elective

COMMUNITY SERVICE

Our community service program is designed to involve every student at Wellspring Prep in the life of our community and to foster concern for worldwide issues in order to aid students in discovering their ability and responsibility to make a positive difference in the world.

High School students must complete a minimum of 60 hours before graduating. Transfer students will be evaluated on an individual basis and will have a prorated requirement.

SENIOR THESIS

Central to the culmination of our academic and moral focus curriculum is the Senior Thesis. This senior project application is due in spring of a student's junior year. The project should reflect a specific interest of the student and is either an extension of work begun in an academic course or work outside of academic courses and must be pre-approved. The project should reflect a culmination of student knowledge and experience and represent the student's best work. Students must choose a faculty advisor/mentor for their project. The faculty advisor should be knowledgeable in the area the student is researching and willing to communicate and give feedback to the student on a regular basis.

All students MUST successfully complete a Senior Thesis in order to receive the Wellspring Prep diploma. There are three (3) key functions of the Senior Thesis:

1. To complete the Wellspring Prep diploma requirements;
2. To prepare for the college research demands;
3. To explore a career interest: "My future plan for a life well lived."

In addition, the Senior Thesis provides an opportunity for the students to research a specific area of interest with a mentor and develop and complete an original process/product -- something that contributes to the field of study. The thesis involves three parts: the process, the paper and the oral presentation/defense.

The projects will be graded on four components:

- **Research** – You will select a topic, gather information and keep a portfolio of project activities. It is due when you give your formal presentation. **25 points**
- **Project/Product** – You will produce a project or multi-media product that applies or explains some aspect of your research. **25 points**
- **Formal Presentation** – You will make a formal presentation to a panel of Wellspring Prep faculty in May. After your presentation, you will answer questions from faculty and parents about the research and the learning. **25 points**
- **Reflection Paper** – You are required to submit a 5-10 page, typed paper that describes your experience and project from start to finish. The reflection paper is due when you give your formal presentation. **25 points**

Students must earn a minimum of 75 points to pass their senior project.

COLLEGE ENTRANCE EXAMS

Wellspring Prep strongly recommends all 9th-11th grade students take PSAT/MSQT in October of each year. In addition, sophomores take the PLAN test. Juniors take the ACT and are encouraged to take the SAT in the spring of their junior year. Students may repeat these tests as often as desired. Those wishing to take the ACT or SAT must register in advance through one of several local high school test centers. All juniors will automatically take the ACT in March as part of the Michigan Merit Examination.

ADVANCED PLACEMENT COURSES

Courses in the Advanced Placement (AP) Program are college-level studies. As such, the homework requirements for these courses exceed those of non-AP courses; as an example, for every hour of course time, a student may be asked for an hour or more of work to be completed outside of class. Students who register for these classes take the AP examination in May. The scores are used as a measurement for placement in college courses with the possibility of receiving college credit. There is an examination fee.

To determine if Advanced Placement courses are the right option for you, please see the course instructor.

ADVISORY PROGRAM

The Advisory Program provides guidance and curriculum for students in grades 9-12 and targets outcomes for each student. Teachers use a college readiness curriculum developed by the College Board, and the lessons help students with college/career planning and academic advice. The intent of the course is to help students discover for themselves the power of a college education and develop a mature vision for themselves of "a life well lived."

Other benefits of the Advisory Program are to provide students with a teacher advocate, to promote the opportunity of belonging to a focused peer group, and to help students find ways to be successful within the academic and social options the school provides. The objective of the Advisory Program is to provide support and resources in preparation for college and life.

Students will be given a letter grade according to four criteria:

1. Moral focus as evident in daily student conduct
2. Attendance and participation
3. Class activities
4. College readiness file

GRADES

Students receive letter grades via Infinite Campus postings four times each year. At the end of each semester, letter grades will be grades-of-record to compute a student's GPA. Each mid-semester, the letter grade will be only an indication of the student's progress and performance at that time, and such grades do not "count" as grades-of-record. Between each grading period a student's progress will be posted to Infinite Campus for parents and students to access on a weekly basis. Parents who are unable to access the internet from home or their community public library are encouraged to visit the school and access the system from the school media center. Parents and students are encouraged to regularly access on-line grades and attendance via the Infinite Campus on-line portal.

INFINITE CAMPUS PARENT PORTAL

This is the primary tool for the school to communicate with parents regarding academic performance. Parents and students are eligible to use the Infinite Campus student/parent on-line portal. This service allows a parent and/or their student(s) to use the internet to log on to a secure website to view grades, assignments, attendance and other data that has been posted by Wellspring Prep. To gain access to the portal, parents must sign an access form and return it to the registrar. Only parents/ guardians and students may receive access.

A link to the online portal will be provided at the school's website.

GRADING SCALE

Grade Point Average (GPA) reflects coursework completed at Wellspring Prep. Students who transfer during high school and are concerned about GPA should consult with the principal.

Grade	Grade Points for Normal Classes	Grade Points for AP Classes *	Interpretation
A	4.0	5.0	Highest Distinction
A-	3.7	4.7	High Distinction
B+	3.3	4.3	Distinction
B	3.0	4.0	Laudable
B-	2.7	3.7	Commendable
C+	2.3	3.3	Satisfactory
C	2.0	3.0	
C-	1.7	2.7	Unsatisfactory
D+	1.3	1.3	Poor, not passing
D	1.0	1.0	
D-	0.7	0.7	
F	0.0	0.0	Failing and unacceptable

*A student in an AP class earns the weighted grade points only if the student achieves a C- or better in the class and takes and earns a grade of 2 or higher on the College Board AP Exam.

Monday electives will also receive letter grades. However, these courses will not be computed in a student's GPA.

INCOMPLETE GRADES

Incomplete grades must be made up within the two-week period at the end of a grading term. Failure to complete the work within the two-week period may result in a failing grade. Incomplete grades are allowed only for a serious reason (e.g. prolonged student illness with appropriate documentation).

HONOR ROLL

The Honor Roll is computed on the basis of courses taken at Wellspring Prep.

At the end of each semester, special recognition may be given to all students who have achieved excellence in their academic program.

Cum Laude (with honor)...B average
 Magna Cum Laude (with high honor)...A-/B+ average
 Summa Cum Laude (with highest honor)...A average

SCHEDULE CHANGES

After the registration process is complete, a schedule change will take place only in the following cases:

- If the change is recommended by the instructor or department chairperson,
- If the student has a schedule conflict, or
- If the student needs a course for college or graduation.

All schedules are final after the first ten school days of the semester. Schedule changes will not occur for the following reasons: teacher preferences or conflicts, convenience of meeting time, and difficulty of the course.

In order to add or drop a course, students must obtain written approval from the counselor/course instructor/department chairperson/principal and parents.

WITHDRAW GRADES

A *W* is placed on the permanent records of students who are allowed to drop courses after the ten-day period in which changes are permitted. Such drops require the permission of the Principal and are made only in special circumstances.

POLICY ON ACADEMIC PROBATION

Students who earn either one failing grade or have a grade point average less than 2.0 are placed on academic probation. Students who are placed on academic probation for two or more consecutive semesters may need to repeat coursework or an entire grade level at Wellspring Prep. Students in this situation will receive written notification from the school principal and may also be required to attend Summer Academy sessions. Students on academic probation may not be able to participate in extra-curricular activities until their academic standing improves.

SUMMER ACADEMY

Students must earn a "C-" (70) or higher for each final grade to be promoted to the next grade level in each core subject. Students who fail the course due to the final exam may be offered a 2 week review period and may retake the exam. Students who fail the course and the exam will need to retake the course either during a 6 week Summer Academy session (when available) or by repeating the course during the next school year. Students who are not successful for the second time during Summer Academy will be required to retake the course during the next school year. Wellspring Prep's core courses cannot be replaced with summer school credits outside of the Wellspring Prep Summer Academy.

ATHLETIC ELIGIBILITY

In accordance with MHSAA policy, Wellspring Prep students need to maintain a minimum 2.0 cumulative GPA and be passing all of their classes to be eligible for interschool athletics. Eligibility checks are conducted weekly beginning in the fourth week of each semester.

ENGLISH DEPARTMENT

English instruction at Wellspring Prep reflects the English Language Arts Board Standards for College Success. These standards define rigorous expectations for student proficiency in reading, writing, speaking, listening, and media literacy. Students are expected to:

- develop a repertoire of reading comprehension strategies that they can draw on flexibly to comprehend, analyze, and critique both literary and informational texts
- develop a repertoire of writing strategies and a facility with certain types of writing commonly taught in the classroom, including argumentative writing, research writing, literary analysis, and creative and reflective writing
- speak effectively in interpersonal, group, and public contexts
- become active and effective listeners
- view and produce media critically

Literature selections in English classes at Wellspring Prep are designed in collaboration with the history department to focus on a specific geographic areas and themes each year. The Great Books lists and the Advanced Placement Literature course recommended reading lists provide guidance for teachers in selecting literature.

ENGLISH 9: PRE AP COMPOSITION AND LITERATURE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Level: 9

Prerequisites: Successful completion of English 8 and ability to read and write proficiently at grade level.

In preparation for AP courses, students will strengthen their reading, writing, speaking and listening skills as they study the theme "Coming of Age." They will be exposed to five genres of literature: poetry, short stories, drama, media, and the novel. Students will learn and practice critical reading comprehension strategies for each genre. Significant attention will be paid to literary analysis in each genre, including learning and applying new literary vocabulary. Students will focus on the process of writing and produce responses to literature that include comparison/contrast, research, descriptive, and persuasive essays. Mechanics, usage, and style will be reviewed as needed in coursework. Additional attention will be given to the use of primary sources, as well as MLA format. Students will also develop strategies for oral literacy and collaborative learning to prepare them for higher level discussion-based classes.

Selected works may include: selections from *the Iliad and the Odyssey*, *Out of the Dust*, *Animal Farm*, *To Kill a Mockingbird*, *Romeo and Juliet*, and selected non-fiction texts, short stories, and poetry.

ENGLISH 10: PRE-AP® COLLEGE COMPOSITION AND LITERATURE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Level: 10

Prerequisites: Successful completion of English 9 or permission of instructor.

In accordance with the themes students encounter in history, literature selections in tenth-grade English introduce and invite students into cultural conversations. Students consider the themes of community, culture, and justice as they read diverse texts. Students focus on the continued development of analytical writing skills, with particular attention paid to the writing process. Research methods, presentations, and papers will be emphasized throughout each semester with significant attention paid to MLA format. Students will be led through a variety of writing projects, including in class timed writings, multi-draft papers, and a major research project. Mechanics and grammar will be reviewed as needed in coursework.

Selected works may include: *Antigone*, *Things Fall Apart*, *Julius Caesar*, *1984*, and *I Know Why the Caged Bird Sings*, as well as assorted non-fiction selections, short stories, and poetry.

ENGLISH 11: AMERICAN LITERATURE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Level: 11

Prerequisites: Successful completion of English 10 or permission of instructor.

Eleventh grade English students focus on some of the works of our country's significant writers. Each literary period is taught in its historical context, providing students the opportunity to see how literature is influenced by the social and historical period in which it was written. Student writing will primarily focus on formal responses to literature in preparation for college level expository writing. Students are expected to produce thesis statement driven, multi-page essays that discuss prominent themes, character motivations, and symbolism in their reading. Students will also practice writing college application essays. Mastery of mechanics, usage, style and coherence will be the focus of student writing. Research will be done according to MLA format.

Selected works may include: Native American Literature, *Of Plymouth Plantation*; "The New England Primer"; *The Scarlet Letter*; short stories from Melville, Irving, Poe, Gillman, Jewett, Steinbeck, Shaw; "Song of Myself"; "Nature"; "Walden"; "Civil Disobedience"; *The Adventures of Huckleberry Finn*; *Their Eyes Were Watching God*; *The Great Gatsby*; *The Catcher in the Rye*; *The Sun Also Rises*; and selected poetry.

ENGLISH 12: GLOBAL ISSUES

Course Length: 2 semesters

Credits: 1.0

Eligible Grade level: 12

Prerequisites: Successful completion of English 11 or permission of instructor.

Twelfth grade English students focus on some of the significant and representative literature of the world and will critically compare and contrast the major works and themes that have shaped the world's literature including poverty, racism, and politics. Writing assignments will continue to prepare students for college level expository writing. These include a formal research paper, literary criticism, and multi-genre response; the academic year will culminate with a "Life View Paper." Mechanics and grammar will be reviewed as necessary in student writing. Research will be done according to the MLA format.

Selected works may include: *The Women of Brewster Place*, *Siddhartha*, *Our America*, *Slaughterhouse-Five*, *Hiroshima*, *Interpreter of Maladies*, *Macbeth*, *King Lear*, and selected poetry and short stories.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Course Length: 2 semesters

Credits: 1.0

Eligible grade levels: 11 and 12

Prerequisites: Permission from instructor, Department Chair, and completion of summer reading program (see instructor for details).

Advanced Placement English Literature students focus on college level reading selections and writing. Representative works of recognized literary merit from various genres and periods will be studied extensively. Students will read critically and write analytically in preparation for college level expository writing. The course is designed to prepare students for the May examination that allows students a chance to earn college credit. Students are responsible to complete summer reading in preparation for the class.

Selected works may include: *Beowulf*, *The Lais of Marie de France*, *The Canterbury Tales*, *Hamlet*, *Macbeth*, *The Lagoon*, *Heart of Darkness*, *Things Fall Apart*, *Death of a Salesman*, *The Sound and the Fury*, and selected poetry.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course length: 2 semesters

Credits: 1.0

Eligible grade levels: 11 & 12

Prerequisites: Permission from instructor, Department Chair, and completion of summer reading program (see instructor for details).

Advanced Placement English Language and Composition students focus on college level reading selections, discussion, and writing. The course will concentrate on a comprehensive study of literature and language. AP English Language and Composition is designed to prepare the students for the May examination that allows students a chance to earn college credit. Students will identify rhetorical devices, literary devices, and various organizational structures in their reading. Students will practice these devices and structures in their own writing. Students are responsible to complete summer reading in preparation for the class.

Selected works may include: Dante's *Inferno*, *Notes from the Underground*, *Death of a Salesman*, *The Other Side of the River*, *The Tempest*, *The Things They Carried*, *Beloved*, *The Women of Brewster Place*, *The Grapes of Wrath*, *The Man Who Was Almost a Man*, *Araby*, assorted short stories, assorted poetry, and philosophical discussions.

9th grade	10th grade	11th grade	12th grade
English 9: Introduction Composition and Literature	English 10: College Composition and Literature	English 11: American Literature and/or AP: English Literature or Language	English 12: Global Issues and/ or AP: English Language or Literature

HISTORY DEPARTMENT

At Wellspring Prep, although the term "history" indicates a specific subject-area curriculum, history instructors identify various categories for classifying content standards: historical, geographic, civic, cultural, and economic perspectives; inquiry; public discourse and decision making; and citizen involvement. In each course, instructors and students will study a particular region of the world through analyses of the mentioned perspectives. History instructors work with instructors in other disciplines (English, the arts, foreign language) to help students recognize interdisciplinary relationships among various subjects.

The Michigan Merit Examination (March of Junior year) covers topics in late-nineteenth and twentieth centuries, geographic and environmental implications of global issues and events, American government and world affairs, and the United States and international economic systems. Students who follow the Wellspring Prep history curriculum should be in a favorable position to perform well on the state proficiency test.

HISTORY 9: WORLD HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9
Prerequisites: None

World History examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. European, Asian, Australian, African, North and South American events will be blended thematically and chronologically into lessons that show the impact on each area. The results of many of these actions will be observed and discussed concerning current events. Through readings, lectures, notes, videos, speakers, testing, discussions and projects, students are invited to gain a deeper knowledge of their world and explore how historically significant individuals may have defined a "a life well lived."

HISTORY 9: AP WORLD HISTORY

In addition to all of the above material, this course prepares students for the Advanced Placement World History Course in the spring. AP World History at Wellspring Prep is a college level course in world history covering the period from the Neolithic Revolution to the present. Students should be reading and writing at or above grade level to have the best opportunity for success. Through the reading of primary-source documents and world literature, the course involves intensive study of the formulation of world cultures, paying special attention to change over time and comparing the effects of common historical phenomena on different cultures.

The following 5 historical themes will be explored:

1. Interaction between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
2. Development and interaction of cultures
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture
3. State-building, expansion, and conflict
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, trans-regional, and global structures and organizations
4. Creation, expansion, and interaction of economic systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism
5. Development and transformation of social structures
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

HISTORY 10: HISTORY OF POLITICAL SYSTEMS AND THOUGHT

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10
Prerequisites: None

This course is designed to provide students with a working knowledge of the history of political theory through the classic works on the subject, Plato's The Republic, Sir Thomas Moore's Utopia, Machiavelli's The Prince, and the works of Hobbes, Locke, Jefferson, and Paine leading up to the American Revolution and the writing of the US Constitution. Focus will be paid to the freedom allowed by each system to its citizens, the efficiency of governmental structure and the ability of each system to endure the tests of human events. Systems such as monarchies, dictatorships, democracies, republican forms, socialism, fascism, and communism will be examined for their various traits, both laudable and deplorable. This knowledge, rooted as it is in the classics of western political thought, will set students up well for later university-level history and liberal arts classes. Research and analytical writing will be of particular focus.

HISTORY 11: UNITED STATES HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11
Prerequisites: None

U.S. History is a course designed for high school juniors to engage them in learning about their country and the events that have set the tone for current American thought. The course begins focusing on the early days of Columbus and moves through the Colonial Era, to the present day. Not only are students exposed to many different people, places, and dates, but they will also be exposed to the various cultural, societal, and political shifts found throughout American history. Students have the opportunity to participate in group discussions, projects, in-class writings, and daily interactive activities that encourage learning and understanding. As individuals and as a class, students are asked to make connections throughout history and recognize the patterns in thought and policy, historically, in an attempt to understand the current status of our country.

HISTORY 12: WORLD ISSUES

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 12
Prerequisites: None

The History 12 course is an elective course for those students interested in understanding the world around them and the reasons for many of the issues we face today. In order to understand recent events, you must understand the past. Issues just don't happen one day; they develop over time. Students will research past events to

make sense of the current events they hear everyday on the news and/or read in the newspaper. The course is topic based and allows for much discussion, analytical writing and individual exploration. Student interest, in part, will assist in determining each year which issues to be covered in depth. Our focus will typically be on the era post WWII, an era that does not get covered in many history courses, and prepares students for understanding the world around them in a more mature, morally focused and analytical manner.

ADVANCED PLACEMENT: U.S. GOVERNMENT AND POLITICS

Course Length: 1 semester (fall)
Credits: 0.5
Eligible Grade Levels: 11, 12
Prerequisite: Instructor Approval

This course addresses knowledge of facts, concepts, and theories pertaining to U.S. government and politics. Students will develop an understanding of typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to justify various government structures and procedures, and the political effects of these structures and procedures). Work includes analysis and interpretation of data and relationships in U.S. government and politics; written analysis and interpretation of the subject matter of U.S. government and politics; and careful attention to the specific free-response question posed and ability to stay on task. Current political parties and their candidates often provide effective "grist for our mill" as governmental structures and nuances are explored. Students in this class are expected to take the Advanced Placement Examination in May.

ADVANCED PLACEMENT: COMPARATIVE GOVERNMENT

Course Length: 1 semester (spring)
Credits: 0.5
Eligible Grade Levels: 11, 12
Prerequisite: Instructor Approval

This course addresses knowledge of facts, concepts, and generalizations pertaining to the government and politics of the United Kingdom of Great Britain and Northern Ireland, Russia, China, Mexico, Nigeria, and Iran. Students will develop an understanding of typical patterns of political processes and behavior and their consequences. Students will provide analysis and interpretation of basic data that are relevant to comparative government and politics. Work includes written analysis and interpretation of subject matter; ability to compare and contrast political institutions and processes across countries and to derive generalizations; and careful attention to the specific free-response question posed and ability to stay on task. Students in this class are expected to take the Advanced Placement Examination in May.

ADVANCED PLACEMENT: UNITED STATES HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12
Prerequisites: Permission of Instructor

This course is a college-level survey course in American history. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students not only examine the facts of American history, but also analyze and synthesize historical information and study historiography as well. Students learn that history is not a static set of events set in stone, but an ongoing human endeavor seeking to answer who we are, where we have been, and where we are going as a nation. The class concludes with a college level examination, prepared by an independent testing agency, The College Board, which, if passed, may result in college credit.

ADVANCED PLACEMENT: EUROPEAN HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12
Prerequisites: Permission of Instructor

In addition to providing a basic narrative of events and movements, the goals of this college-level course are to develop an understanding of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. Periodic tests and research projects will monitor students' understanding and allow for greater examination of topics of personal interest.

Students in this class are expected to take the Advanced Placement Examination in May.

ADDITIONAL NOTES ON HISTORY COURSEWORK

The history department recommends the following course of study for students wishing to concentrate on history at Wellspring Prep:

9th grade	10th grade	11th grade	12th grade
History 9: World History or AP World History	History 10: History of Political Systems and Thought or AP US/Comp. Government And Politics	History 11: The United States or AP US History or Advanced Placement: European History	History 12: World Issues or AP US History or Advanced Placement: European History or AP US/Comp. Government and Politics

MATHEMATICS DEPARTMENT

The mathematics department strives to provide a curriculum, teaching and learning environment consistent with the National Council of Teachers of Mathematics 2000 *Principles and Standards*, the Michigan High School Content Expectations, and the College Board Standards for College Success.

The College Board Standards for College Success describe a developmental progression of quantitative skills and mathematics concepts that students should master to be ready for success in college level work, either during high school in Advanced Placement courses or during their freshman year in college. Within each standard are thematic strands, which develop a set of related process or content skills. The strands have been conceived at a level of granularity that will support meaningful diagnostic assessments and effective instruction. Within each strand are performance expectations, which teachers can use to evaluate specific student strengths and weaknesses within a strand.

ALGEBRA I

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9

Prerequisites: Successful completion of middle school mathematics through pre-algebra. Basic knowledge of and experience with graphing calculators.

This is an entry-level high school mathematics class. Students will study units involving number and operations, solving equations, patterns and relations, linear functions, exponential functions, quadratic functions, reasoning and proof, conversions, measures, and probability simulations.

GEOMETRY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9, 10

Prerequisites: Successful completion of Algebra I or permission of the mathematics department.

Students will study units involving geometric reasoning, polygon relationships, similarity, trigonometric laws, area of figures, algebraic reasoning, geometric proofs, circles, spatial reasoning, and transformations.

ALGEBRA II

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10, 11, 12

Prerequisites: Successful completion of Algebra I and Geometry or permission of the mathematics department.

Students will study units involving direct and inverse variation, power functions, multivariable functions, matrices, geometric transformations, correlation coefficients, nonlinear functions, common logarithms, graph theory, trigonometric functions, and probability.

PRECALCULUS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Successful completion of Algebra II or permission of mathematics department.

Students will study units involving derivatives, integrals, vectors, parametric equations, logarithms, counting models, polynomial and rational functions, symbolic reasoning, complex numbers, and trigonometric identities.

ADVANCED PLACEMENT STATISTICS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 12

Prerequisites: Completion of Algebra II/Geometry with a B or better or successful completion of Precalculus. Permission of the mathematics department is required.

Students will spend the year preparing for the Advanced Placement Statistics examination. Successful completion of the AP examination may earn the student college credit. Topics covered include organizing data, samples and experiments, probability, and statistical inference.

ADVANCED PLACEMENT CALCULUS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 12

Prerequisites: Successful completion of Precalculus and permission of the mathematics department.

Students will spend the year preparing for the Advanced Placement Calculus examination. Successful completion of the AP examination may earn the student college credit. Topics covered include in-depth study of limits, derivatives, and integrals.

SCIENCE DEPARTMENT

The Wellspring Prep science department is committed to presenting information to the students in way that promotes scientific thinking, data analysis, and inquiry-based learning. Each course, in addition to focusing on the mastery of essential concepts, endeavors to prepare students for a second phase of Advanced Placement coursework. Where appropriate, labs are used to provide hands-on learning opportunities.

BIOLOGY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9
Prerequisites: None

Biology is the study of life. This is a broad field with many different aspects and concepts to learn. In this class, many labs and several group projects and research papers are done throughout the year. An important focus of this class is the subject-specific vocabulary. The concepts that will be studied include: scientific method, biochemistry, classification, ecology, comparative anatomy, genetics, cells and evolutionary patterns.

HONORS BIOLOGY

Prerequisites: Exemplary middle school academic performance

In addition to the above, this course is designed to challenge students by increasing the depth and breadth of their understanding of Biology concepts. Students should be prepared to think critically, process complex material quickly, and read above grade level. Successful students will be prepared to take Advanced Placement Biology in 10th grade.

AP BIOLOGY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10-12
Prerequisites: Permission of the instructor

This course is designed for those students who intend on majoring in a science field in college or wish to test out of part of their college science requirement. This course is meant to mirror a college biology course. The topics covered in this course are similar to topics in the regular biology course, but are covered in far more depth. A standard set of AP labs is completed throughout the year and students are prepared to complete a comprehensive exam in May that will determine college credit. If a student chooses not to take the AP exam, the course will appear on their transcript as Advanced Studies in Biology.

CHEMISTRY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10
Prerequisites: None

This course provides a yearlong introduction to chemistry. First semester topics include energy and matter, atomic structure and configurations, the periodic table, chemical formulas and bonding, chemical reactions and equations, and moles. Second semester topics include heat and stoichiometry, states of matter, solutions and chemical equilibrium, and acids and bases. Labs done throughout the year provide an opportunity to apply knowledge learned during discussion and group work exercises.

AP CHEMISTRY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12
Prerequisites: Permission of instructor

This course is designed for those students who intend on majoring in a science field in college or those who wish to test out of part of their college science requirement. This course is meant to mirror a college chemistry course. The topics covered in this course are similar to topics in the regular chemistry course, but are learned more in-depth and with more calculations and application in labs. Furthermore, other topics studied include chemical kinetics and thermodynamics, oxidation-reduction reactions, electrochemistry, and organic chemistry. Lab work is documented in specific laboratory notebooks and lab reports are expected to be written as if the results were being published in professional chemistry journals. If a student chooses not to take the AP exam, the course will appear on their transcript as Advanced Studies in Chemistry.

PHYSICS

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12
Prerequisites: Biology, Chemistry, Geometry

Physics is the study of the laws of nature at their most basic level. This course is a yearlong introduction to Physics. During the first semester, the topics covered include one-dimensional, two-dimensional, and circular motion, energy, and matter. The second semester topics are heat, electricity and magnetism, light and waves, and atomic nature. The students will enjoy hands-on activities and utilize their problem solving skills. Students must have successfully completed Algebra I and Geometry.

AP PHYSICS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Successful completion of Algebra II and permission of the instructor.

This class may cover essentially the same topics as regular physics, but the goal will be to prepare students for the AP Physics exam. Thus, the class will be paced faster than regular physics and be much more rigorous. Students should have a strong math background.

SPANISH DEPARTMENT

Students in the Spanish program develop the ability to communicate in another language and gain insight into themselves and others. They acquire knowledge of the structure and function of the Spanish language and Spanish speaking societies. Their study will provide learners with access to additional knowledge and skills necessary to function in a global community and workplace.

All students may participate in the National Spanish Exam. The NSE is a nationally recognized test for students of members of the American Association of Teachers of Spanish and Portuguese (AATSP). It is designed to promote achievement in vocabulary and grammar. There are awards for top-scoring participants at the state and national level.

SPANISH 1

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9
Prerequisites: None

Students will learn basic vocabulary and conversation, introductory grammar studies and geography of the Spanish-speaking world with an emphasis on Mexico and Spain. They will be expected to write short passages and read simple stories with comprehension and make written and oral presentations on a variety of topics.

SPANISH 2

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9-12
Prerequisites: Successful completion of Spanish 1.

Students will continue to study the critical concepts in grammar. Lessons will include practice speaking, listening, writing and reading in Spanish. The listening and reading material will include short stories and poems by Spanish language authors. They will perform short skits and dialogues in class. Students will do a variety of projects that may require an oral presentation in Spanish.

SPANISH 3

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10-12
Prerequisites: Successful completion of Spanish 2.

At this level students will more extensively study the formation and uses of grammar. There will be emphasis on the Subjunctive Mood. Required writing activities include production of original stories and journal writings. The journal prompts are based on classroom experiences and their lives. Some of this information will be presented to the class in student-produced presentations in the target language. Students expand their knowledge of vocabulary by choosing challenge words. They will read selections from *Don Quixote de la Mancha* and Nobel Prizewinning authors Gabriel Garcia Marquez and Gabriela Mistral.

SPANISH 4

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10-12

Prerequisites: Successful completion of Spanish 3.

Students will study the history and culture of the Spanish-speaking countries of the world in greater detail. They will be expected to speak and understand more Spanish than in previous classes. The students are expected to have a firm foundation in grammar and vocabulary at this level. They will read selections from classics and contemporary Hispanic writers and study a play by Federico Garcia Lorca. Occasionally, they will write critical essays on current topics.

ADVANCED PLACEMENT SPANISH LANGUAGE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Permission of Instructor

Students in this course will be preparing to take the Advanced Placement exam for Spanish Language given nationally every spring. Students can earn college credit if they successfully complete the exam. They will be required to perform comprehension, verbal, written and aural tasks on the exam.

VISUAL ART DEPARTMENT

The art department of Wellspring Prep provides a comprehensive and challenging visual art curriculum that reflects our school's mission statement. Students who complete the high school series of art courses will be prepared to enter college and life with real design and organizational skills along with a developed sense of personal aesthetics.

FOUNDATIONAL ART

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9 & 10 (1st year high school art)

Students in Foundational Art will be engaged in creative problem solving through projects that encourage the use of traditional as well as digital mediums. The effective use of the elements & principles of design will be emphasized throughout lessons and projects. An inspiring survey of genres and art forms will be investigated through art history, encouraging the emergence and development of personal voice and style.

2D/3D DESIGN

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10 (2nd year high school art)

Prerequisite: Foundational Art

Students will build on art production techniques, historical knowledge and creative problem solving skills gained in foundational art. Emphases on the elements of excellent design organization will be applied to assignments using a variety of two-dimensional and three-dimensional mediums. Students will have the opportunity to develop projects based on individual areas of interest and focus.

ADVANCED 2D DESIGN/LECTURE STUDIO

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12 (3rd year high school art)

Prerequisite: Foundational Art & 2D/3D Design

This advanced art class is designed to meet the needs of high school students who have taken one or more prerequisite courses (Foundational Art, 2D/3D Design), but want to further hone art skills and understand advanced art theory. Through the bringing together of upper level art students, the lecture and studio aspects of the course will be at a challenging level. Students interested in advanced skills training, art related careers, Advanced Placement art credit, or college preparatory art education should enroll in this course. Students can propose Independent Study projects/contracts and use studio time for fabrication, hands-on or research, but must attend lecture components.

ADVANCED ART/AP STUDIO ART

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12

This course is the highest level of the art courses offered at Wellspring Prep. This course has a seminar/lecture component, but is mainly focused on developing individual art student portfolios. The art portfolios are used for college applications, scholarship, AP credit, exhibitions, competitive exhibitions and to create a body of work representing the culmination of a student's high school experience. Students should have at least completed two pre-requisite art courses at Wellspring Prep or if transferring have their portfolio reviewed from other secondary institutions.

ADVANCED PLACEMENT ART HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10-12

This college level Art History course is an excellent class for 11th and 12th grade students who wish to learn about art history in its historical context. Students will: express historical understanding in writing, understand important historical events in context with visual art history, grasp major art historical periods from early European history to modern western historical perspectives, and distinguish between western and non-western aesthetics. Also, students will complete periodic tests and research projects to help examine understanding and express personal interest. Students will take an AP Art History exam in early May.

DIGITAL MEDIA

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9-12

Reflecting the rapidly changing field of photography, this course will explore digital and traditional techniques of picture taking. Students will receive basic instruction in design and composition as related to photography and layout. The art of searching for and selecting dramatic lighting, unique perspectives and capturing the perfect moment with the most effective image will be emphasized. The use of sequential still frames that produce visual statements and narratives will be examined. Students will have the opportunity to use Photoshop, video production and other computer art applications. Digital camera required.

MUSIC DEPARTMENT

Objectives of the Music Program:

- To teach music by its actual performance
- To develop performance skills of the various wind and percussion instruments
- To provide for the musical needs of the school and school community
- To develop discrimination with regard to the selection of music
- To acquaint the students with Music Theory / History and how history and musical composition relate to the students' current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means for self expression, and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop Esprit de Corps
- To foster leadership skills within each student

CONCERT BAND

The Concert Band is comprised of students with the performing ability necessary to perform at least grade II music. All instrumental students (wind, brass, percussion, and strings) will be enrolled in this class. Rehearsals and performances outside the school day will be required.

CONCERT CHOIR

The Concert Choir is comprised of all students wishing to sing and improve their individual musicianship. Rehearsals and performances outside the school day will be required.

JAZZ ENSEMBLES

The Jazz Ensemble is a Monday elective course open to any student enrolled in band or choir wishing to learn more about jazz styles. We will learn jazz theory, improvisational techniques, and hopefully perform a variety of music at one or two performances.

CHAMBER ENSEMBLES

During the fall and spring, chamber ensembles will be formed. ALL band members will be encouraged to perform in a chamber ensemble. Possible groups would be Woodwind Quintet, Brass Quintet, Saxophone Quartet, Horn Ensemble, Trombone Quartet, Low Brass Ensemble, Flute Choir, Clarinet Choir, Percussion Ensemble, as well as additional small groups. There will be a chamber concert in the spring and

opportunity for performance at Solo and Ensemble. Small groups may also be featured in other concerts.

ADDITIONAL COURSE OFFERINGS

ADVANCED PLACEMENT PSYCHOLOGY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9-12

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major subfields within psychology. Principles of psychology include but are not limited to: biological basis of behavior, research methods, history and approaches, sensation and perception, states of consciousness, motivation, cognition, developmental psychology, and emotion.

Students are required to complete an AP Psychology exam in the spring. Students will learn through experiential and project based learning combined with traditional lecture format.

PHYSICAL EDUCATION

Course Length: 1 or 2 semesters

Credits: 0.5 per semester

Eligible Grade Levels: 9-12

This course will engage you in healthy activity to promote physical wellness in both body and in mind. This is an activity-based class; therefore all are expected to participate on a daily basis. Physical activity has been shown to help you think more clearly, breathe better, and be relaxed in a way that is conducive to the over all excellence in all areas of academia. Fitness is a life long goal; by teaching you a healthy life style we expect you will continue this healthy life style into life after school. Successful completion of two semesters of this course fulfills the graduation requirement of 1.0 credit in Physical Education.

SOCIOLOGY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9-12

Have you ever sat down and thought about why people act the way they do? Why are men typically more aggressive than women? Why are women portrayed as more nurturing than men? How we learn is valuable in our culture. Who makes those decisions? Those are the kinds of questions that sociology attempts to answer. Put simply, sociology is a study of human behavior. It studies how social groups function in our society and how these social groups influence our behavior. This course will focus on the ways in which the social institutions of family, education, economy, religion and

politics influence our lives. We will also discuss how people are stratified based on race, ethnicity, gender and age.

Tab D

SECTION D
CURRICULUM

Tab E

SECTION E

METHODS OF PUPIL ASSESSMENT

Methods of Pupil Assessment

Michigan Student Test of Educational Progress (M-STEP), a Michigan-required assessment which evaluates the proficiency and growth for Science and Social Studies, will be given to all students in 11th grade. The school will continue to comply with any state requirements in the area of assessment. Students will be encouraged to take the ACT and a variety of Advanced Placement (AP) tests (nationally aligned college subject-area achievement tests) during their tenure.

A cognitive aptitude test, the NWEA (Northwest Evaluation Association), will be administered at least twice each year for all ninth (9th) and tenth (10th) grade students and three times during the year to currently enrolled student who enter or continue through high-school below the grade level of their peers in language arts and mathematics skills. This assessment allows the school to set academic growth goals for all students and monitor their progress at individual, classroom, and whole school levels.

The PSAT/NMSQT (correlated to SAT and AP) will be administered to all 9th, 10th, and will be optional for 11th grade students. The ACT Workeys (an assessment that measures foundational skills required for success in the workplace) will be administered to all 11th grade students. This feedback system will initially use national, state, and local results of SAT, PSAT/NMSQT, NWEA, ACT Workeys, and M-Step as benchmarks and norms. However, benchmarks will be moved over to the school's own standard, a higher standard, as testing data is accumulated. This yearly assessment will give the school a basis for school improvement as it shows year-to-year growth.

Classroom common assessments are used in each content area to show immediate results directing teacher to students who are in need of special attention to meet the standards or students that can be challenged beyond the grade level.

Instructors will periodically utilize online diagnostic and instructional tools (such as Kahn Academy) offered to all students to provide insight in the mastery of skills in language arts and mathematics.

Portfolios may be developed for each student to demonstrate his/her progress in writing as he/she articulates through the academic year. This portfolio can be a compilation of pertinent information such as examples of daily work, projects, tests, and final essay drafts.

Tab F

SECTION F

APPLICATION AND ENROLLMENT OF STUDENTS

Application and Enrollment Requirements

Wellspring Preparatory High School

Enrollment Limits

The Academy will offer pre-kindergarten through twelfth grade. The maximum enrollment shall be 1000 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 or children of Academy 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 and Enrollment Requirements

Wellspring Preparatory High School

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Application and Enrollment Requirements

Wellspring Preparatory High School

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 preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members 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 or children of employees and Academy Board members seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students, siblings, and children of employees and Academy Board members.

Application and Enrollment Requirements

Wellspring Preparatory High School

Random Selection Drawing

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

Prior to the application period, the Academy shall:

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

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

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

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

Tab G

SECTION G

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

SECTION 7g: SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

School Calendar

The Academy's school calendar shall comply with Sections 1175 and 1284 of the Code. The Academy's school calendar shall also comply with the minimum requirements set forth in Section 101 of the School Aid Act of 1979 (MCL 388.1701). The Academy Board must submit a copy of the Academy's school calendar to the College Board.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours as set forth in the Code and the Act. The Academy Board must submit the school day schedule to the College Board prior to the commencement of each academic year.

Tab H

SECTION H

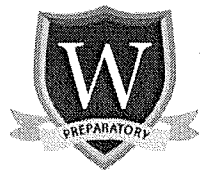
AGE OR GRADE RANGE OF PUPILS

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in ninth grade through twelfth grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of 5 by December 1 of the current school year.

Exhibit D



WELLSPRING

PREPARATORY HIGH SCHOOL

a bridge to a life well lived

Program of Study

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MISSION

The mission of Wellspring Prep is to prepare each student for college success.

CHARACTER AND LEADERSHIP DEVELOPMENT

Central to instruction in the humanities courses is the teaching of ethics, logic and philosophy. Teachers will model in their instruction the spirit of Socrates' assertion that "the unexamined life is not worth living." Teachers will explore the history of the concept of the Greek cardinal virtues: Justice, Temperance, Prudence, and Fortitude throughout the history of Western political and philosophical thought. Students will be introduced to the works of Plato, Aristotle, Machiavelli, Locke, Hume, and Kant. They will discuss the concept of virtue with students, model it, and encourage students to demonstrate it as well. The character development program will be integrated with literature and other subject matter in an effort to make it as relevant to daily living as possible.

UNIQUE ELEMENTS

- Each graduate will successfully complete a minimum of two AP courses
- Each graduate will make successful application to college
- Each graduate will complete 60 hours of community service
- Individualized college, academic, and professional planning
- Students and parents/guardians must sign an agreement outlining the school's rules, procedures, and expectations
- After-school programs will include: athletics (soccer, basketball, volleyball), art, drama, music programs, and community service

CURRICULUM EVALUATION PLAN

The curriculum and instructional strategies will be reviewed annually. This review will target problem areas and possible solutions using student achievement results.

The Wellspring Prep staff will be committed to the overall success of the high school. Prior to the start of a new school year, the staff will meet for training sessions and strategic planning. The training sessions will focus on research-based teaching strategies of core subjects, additional subjects, and the character development program.

People from all areas of the school community, including: administration, faculty, students, parents, community members, and board members will be invited to give input to the school improvement planning team. It will be the goal of the team to identify curriculum changes needed, strategies to implement and professional development needed to improve weak areas. The staff will review the plan and make additional suggestions as well as develop personal goals and improvement plans for their area of responsibility. The School Improvement Plan will be published for staff implementation prior to each new school year.

Over time, the most important measure of our school's effectiveness will be is the percentage of students who graduate from high school with the opportunity to attend college. Based on a longitudinal study, results will show that a greater percentage of students from Wellspring Prep graduate from high school with this opportunity than from the high schools in the traditional public school districts where they reside.

HIGH SCHOOL GRADUATION REQUIREMENTS

Twenty-two credits is the minimum requirement for graduation from Wellspring Prep. All courses required for graduation must be taken at Wellspring Prep (or a school that Wellspring Prep recognizes in the case of transfers).

Department	Credits	Department	Credits
English	4.0	Math	4.0
Science	3.0	History	3.0*
Foreign Lang.	2.0	Physical Education	1.0 **
Fine Arts	2.0	Electives	3
Credits Total = 22.0			

*Required: World History, Government, and US History (1 year each)

**Independent physical education activities that meet state benchmarks for P.E. outside of school could be substituted to meet this criterion, but must be approved by the principal for credit.

In addition to the above, all students must complete community service requirements and a Senior Thesis. All Wellspring Prep students will also be required to successfully complete 2 AP classes and their senior advisory grade will be determined by their completion of application and acceptance into a 4-year college or university.

Wellspring Prep's high school graduation requirements have been determined with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from Wellspring Prep.

Students with disabilities will be assisted in meeting these graduation requirements as appropriate. Students with disabilities who are unable to meet these graduation requirements or for whom these requirements are deemed inappropriate may instead request an individualized course of study leading to a Graduate Equivalency Diploma.

COLLEGE ADMISSION REQUIREMENTS

Before selecting courses, students should review college admission requirements that are available in the counselor's office.

Wellspring Prep recommends that applicants to competitive colleges successfully complete the following High School program, including as many AP offerings in each subject as possible:

- 4 years of English
- 4 years of history
- 4 year of mathematics
- 4 years of science (including biology, chemistry, physics)
- 4 years of foreign language

Wellspring Prep Core Academic Program

SUBJECT AREA	9th Grade	10th Grade	11th Grade	12th Grade
SCIENCE	Biology	Chemistry/AP Bio	Physics/AP Chemistry	AP Physics/AP Bio/AP Chemistry
MATH	Algebra 1/Geometry	Geometry/Algebra 2	Algebra 2/PreCalc	PreCalc/APCalc/AP Statistics
FOREIGN LANGUAGE	Spanish or second language, including AP Spanish			
ENGLISH	Pre-AP Comp/Lit 9	Pre-AP Comp/Lit 10	American Lit/AP Language	College Comp & Lit/AP Lit
HISTORY	World History/AP WH	Government/APGovt	US History/APUS	Current World Issues/AP European History

CORE

VISUAL ARTS*	Foundational Art, 2D/3D Art, Digital Media Design, AP Art Studio, AP Art History			
PERFORMING ARTS*	Concert Band, Symphonic Band, AP Music Theory, Choir			
PHYS ED/HEALTH	1 year of Physical Education (or one year equivalent independent study upon principal's approval)			

ELECTIVES

OTHER ELECTIVES*	Computer Applications, AP Psychology, Sociology, AP Economics			
COMMUNITY SERVICE	60 hours of Community Service			
MONDAY ELECTIVES*	Jazz Band, Creative Writing, Digital Media, Science Olympiad, Community Service			
ATHLETICS*	Soccer, Volleyball, Basketball, Cross Country, Track			

OTHER

* Actual programs offered will be determined by student interest and faculty availability

SAMPLE SCHEDULE

9th Grade Example Schedule

English 9
World History 9 or AP World History
Biology
Algebra I, Geometry or Algebra 2
Spanish 1
Concert Band or Foundational Art
Monday Elective

10th Grade Example Schedule

English 10
History 10: Government/Economics
Chemistry or AP Biology
Geometry, Algebra 2 or Precalculus
Spanish 2
Symphonic Band or 2D/3D Design
Monday Elective

11th Grade Example Schedule

English 11 or AP English Literature
US History 11 or AP History
Physics or AP Science
Algebra 2, Precalculus or AP Calculus
Spanish 3
Symphonic Band, Advanced 2D/3D Design or other elective
Monday Elective

12th Grade Example Schedule

English 12 or AP English Language
History 12 or AP History
AP Science or Elective
Precalculus, AP Calculus or AP Statistics
Spanish 4 or AP Spanish or Elective
Symphonic Band, Advanced Portfolio Design or other elective
Monday Elective

COMMUNITY SERVICE

Our community service program is designed to involve every student at Wellspring Prep in the life of our community and to foster concern for worldwide issues in order to aid students in discovering their ability and responsibility to make a positive difference in the world.

High School students must complete a minimum of 60 hours before graduating. Transfer students will be evaluated on an individual basis and will have a prorated requirement.

SENIOR THESIS

Central to the culmination of our academic and moral focus curriculum is the Senior Thesis. This senior project application is due in spring of a student's junior year. The project should reflect a specific interest of the student and is either an extension of work begun in an academic course or work outside of academic courses and must be pre-approved. The project should reflect a culmination of student knowledge and experience and represent the student's best work. Students must choose a faculty advisor/mentor for their project. The faculty advisor should be knowledgeable in the area the student is researching and willing to communicate and give feedback to the student on a regular basis.

All students MUST successfully complete a Senior Thesis in order to receive the Wellspring Prep diploma. There are three (3) key functions of the Senior Thesis:

1. To complete the Wellspring Prep diploma requirements;
2. To prepare for the college research demands;
3. To explore a career interest: "My future plan for a life well lived."

In addition, the Senior Thesis provides an opportunity for the students to research a specific area of interest with a mentor and develop and complete an original process/product -- something that contributes to the field of study. The thesis involves three parts: the process, the paper and the oral presentation/defense.

The projects will be graded on four components:

- **Research** – You will select a topic, gather information and keep a portfolio of project activities. It is due when you give your formal presentation. **25 points**
- **Project/Product** – You will produce a project or multi-media product that applies or explains some aspect of your research. **25 points**
- **Formal Presentation** – You will make a formal presentation to a panel of Wellspring Prep faculty in May. After your presentation, you will answer questions from faculty and parents about the research and the learning. **25 points**
- **Reflection Paper** – You are required to submit a 5-10 page, typed paper that describes your experience and project from start to finish. The reflection paper is due when you give your formal presentation. **25 points**

Students must earn a minimum of 75 points to pass their senior project.

COLLEGE ENTRANCE EXAMS

Wellspring Prep strongly recommends all 9th-11th grade students take PSAT/MSQT in October of each year. In addition, sophomores take the PLAN test. Juniors take the ACT and are encouraged to take the SAT in the spring of their junior year. Students may repeat these tests as often as desired. Those wishing to take the ACT or SAT must register in advance through one of several local high school test centers. All juniors will automatically take the ACT in March as part of the Michigan Merit Examination.

ADVANCED PLACEMENT COURSES

Courses in the Advanced Placement (AP) Program are college-level studies. As such, the homework requirements for these courses exceed those of non-AP courses; as an example, for every hour of course time, a student may be asked for an hour or more of work to be completed outside of class. Students who register for these classes take the AP examination in May. The scores are used as a measurement for placement in college courses with the possibility of receiving college credit. There is an examination fee.

To determine if Advanced Placement courses are the right option for you, please see the course instructor.

ADVISORY PROGRAM

The Advisory Program provides guidance and curriculum for students in grades 9-12 and targets outcomes for each student. Teachers use a college readiness curriculum developed by the College Board, and the lessons help students with college/career planning and academic advice. The intent of the course is to help students discover for themselves the power of a college education and develop a mature vision for themselves of "a life well lived."

Other benefits of the Advisory Program are to provide students with a teacher advocate, to promote the opportunity of belonging to a focused peer group, and to help students find ways to be successful within the academic and social options the school provides. The objective of the Advisory Program is to provide support and resources in preparation for college and life.

Students will be given a letter grade according to four criteria:

1. Moral focus as evident in daily student conduct
2. Attendance and participation
3. Class activities
4. College readiness file

GRADES

Students receive letter grades via Infinite Campus postings four times each year. At the end of each semester, letter grades will be grades-of-record to compute a student's GPA. Each mid-semester, the letter grade will be only an indication of the student's progress and performance at that time, and such grades do not "count" as grades-of-record. Between each grading period a student's progress will be posted to Infinite Campus for parents and students to access on a weekly basis. Parents who are unable to access the internet from home or their community public library are encouraged to visit the school and access the system from the school media center. Parents and students are encouraged to regularly access on-line grades and attendance via the Infinite Campus on-line portal.

INFINITE CAMPUS PARENT PORTAL

This is the primary tool for the school to communicate with parents regarding academic performance. Parents and students are eligible to use the Infinite Campus student/parent on-line portal. This service allows a parent and/or their student(s) to use the internet to log on to a secure website to view grades, assignments, attendance and other data that has been posted by Wellspring Prep. To gain access to the portal, parents must sign an access form and return it to the registrar. Only parents/ guardians and students may receive access.

A link to the online portal will be provided at the school's website.

GRADING SCALE

Grade Point Average (GPA) reflects coursework completed at Wellspring Prep. Students who transfer during high school and are concerned about GPA should consult with the principal.

Grade	Grade Points for Normal Classes	Grade Points for AP Classes *	Interpretation
A	4.0	5.0	Highest Distinction
A-	3.7	4.7	High Distinction
B+	3.3	4.3	Distinction
B	3.0	4.0	Laudable
B-	2.7	3.7	Commendable
C+	2.3	3.3	Satisfactory
C	2.0	3.0	
C-	1.7	2.7	Unsatisfactory
D+	1.3	1.3	Poor, not passing
D	1.0	1.0	
D-	0.7	0.7	
F	0.0	0.0	Failing and unacceptable

*A student in an AP class earns the weighted grade points only if the student achieves a C- or better in the class and takes and earns a grade of 2 or higher on the College Board AP Exam.

Monday electives will also receive letter grades. However, these courses will not be computed in a student's GPA.

INCOMPLETE GRADES

Incomplete grades must be made up within the two-week period at the end of a grading term. Failure to complete the work within the two-week period may result in a failing grade. Incomplete grades are allowed only for a serious reason (e.g. prolonged student illness with appropriate documentation).

HONOR ROLL

The Honor Roll is computed on the basis of courses taken at Wellspring Prep.

At the end of each semester, special recognition may be given to all students who have achieved excellence in their academic program.

Cum Laude (with honor)...B average
Magna Cum Laude (with high honor)...A-/B+ average
Summa Cum Laude (with highest honor)...A average

SCHEDULE CHANGES

After the registration process is complete, a schedule change will take place only in the following cases:

- If the change is recommended by the instructor or department chairperson,
- If the student has a schedule conflict, or
- If the student needs a course for college or graduation.

All schedules are final after the first ten school days of the semester. Schedule changes will not occur for the following reasons: teacher preferences or conflicts, convenience of meeting time, and difficulty of the course.

In order to add or drop a course, students must obtain written approval from the counselor/course instructor/department chairperson/principal and parents.

WITHDRAW GRADES

A *W* is placed on the permanent records of students who are allowed to drop courses after the ten-day period in which changes are permitted. Such drops require the permission of the Principal and are made only in special circumstances.

POLICY ON ACADEMIC PROBATION

Students who earn either one failing grade or have a grade point average less than 2.0 are placed on academic probation. Students who are placed on academic probation for two or more consecutive semesters may need to repeat coursework or an entire grade level at Wellspring Prep. Students in this situation will receive written notification from the school principal and may also be required to attend Summer Academy sessions. Students on academic probation may not be able to participate in extra-curricular activities until their academic standing improves.

SUMMER ACADEMY

Students must earn a "C-" (70) or higher for each final grade to be promoted to the next grade level in each core subject. Students who fail the course due to the final exam may be offered a 2 week review period and may retake the exam. Students who fail the course and the exam will need to retake the course either during a 6 week Summer Academy session (when available) or by repeating the course during the next school year. Students who are not successful for the second time during Summer Academy will be required to retake the course during the next school year. Wellspring Prep's core courses cannot be replaced with summer school credits outside of the Wellspring Prep Summer Academy.

ATHLETIC ELIGIBILITY

In accordance with MHSAA policy, Wellspring Prep students need to maintain a minimum 2.0 cumulative GPA and be passing all of their classes to be eligible for interschool athletics. Eligibility checks are conducted weekly beginning in the fourth week of each semester.

ENGLISH DEPARTMENT

English instruction at Wellspring Prep reflects the English Language Arts Board Standards for College Success. These standards define rigorous expectations for student proficiency in reading, writing, speaking, listening, and media literacy. Students are expected to:

- develop a repertoire of reading comprehension strategies that they can draw on flexibly to comprehend, analyze, and critique both literary and informational texts
- develop a repertoire of writing strategies and a facility with certain types of writing commonly taught in the classroom, including argumentative writing, research writing, literary analysis, and creative and reflective writing
- speak effectively in interpersonal, group, and public contexts
- become active and effective listeners
- view and produce media critically

Literature selections in English classes at Wellspring Prep are designed in collaboration with the history department to focus on a specific geographic areas and themes each year. The Great Books lists and the Advanced Placement Literature course recommended reading lists provide guidance for teachers in selecting literature.

ENGLISH 9: PRE AP COMPOSITION AND LITERATURE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Level: 9

Prerequisites: Successful completion of English 8 and ability to read and write proficiently at grade level.

In preparation for AP courses, students will strengthen their reading, writing, speaking and listening skills as they study the theme “Coming of Age.” They will be exposed to five genres of literature: poetry, short stories, drama, media, and the novel. Students will learn and practice critical reading comprehension strategies for each genre. Significant attention will be paid to literary analysis in each genre, including learning and applying new literary vocabulary. Students will focus on the process of writing and produce responses to literature that include comparison/contrast, research, descriptive, and persuasive essays. Mechanics, usage, and style will be reviewed as needed in coursework. Additional attention will be given to the use of primary sources, as well as MLA format. Students will also develop strategies for oral literacy and collaborative learning to prepare them for higher level discussion-based classes.

Selected works may include: selections from *the Iliad and the Odyssey*, *Out of the Dust*, *Animal Farm*, *To Kill a Mockingbird*, *Romeo and Juliet*, and selected non-fiction texts, short stories, and poetry.

ENGLISH 10: PRE-AP® COLLEGE COMPOSITION AND LITERATURE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Level: 10

Prerequisites: Successful completion of English 9 or permission of instructor.

In accordance with the themes students encounter in history, literature selections in tenth-grade English introduce and invite students into cultural conversations. Students consider the themes of community, culture, and justice as they read diverse texts. Students focus on the continued development of analytical writing skills, with particular attention paid to the writing process. Research methods, presentations, and papers will be emphasized throughout each semester with significant attention paid to MLA format. Students will be led through a variety of writing projects, including in class timed writings, multi-draft papers, and a major research project. Mechanics and grammar will be reviewed as needed in coursework.

Selected works may include: *Antigone*, *Things Fall Apart*, *Julius Caesar*, *1984*, and *I Know Why the Caged Bird Sings*, as well as assorted non-fiction selections, short stories, and poetry.

ENGLISH 11: AMERICAN LITERATURE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Level: 11

Prerequisites: Successful completion of English 10 or permission of instructor.

Eleventh grade English students focus on some of the works of our country's significant writers. Each literary period is taught in its historical context, providing students the opportunity to see how literature is influenced by the social and historical period in which it was written. Student writing will primarily focus on formal responses to literature in preparation for college level expository writing. Students are expected to produce thesis statement driven, multi-page essays that discuss prominent themes, character motivations, and symbolism in their reading. Students will also practice writing college application essays. Mastery of mechanics, usage, style and coherence will be the focus of student writing. Research will be done according to MLA format.

Selected works may include: Native American Literature, *Of Plymouth Plantation*; "The New England Primer"; *The Scarlet Letter*, short stories from Melville, Irving, Poe, Gillman, Jewett, Steinbeck, Shaw; "Song of Myself"; "Nature"; "Walden"; "Civil Disobedience"; *The Adventures of Huckleberry Finn*; *Their Eyes Were Watching God*; *The Great Gatsby*; *The Catcher in the Rye*; *The Sun Also Rises*; and selected poetry.

ENGLISH 12: GLOBAL ISSUES

Course Length: 2 semesters

Credits: 1.0

Eligible Grade level: 12

Prerequisites: Successful completion of English 11 or permission of instructor.

Twelfth grade English students focus on some of the significant and representative literature of the world and will critically compare and contrast the major works and themes that have shaped the world's literature including poverty, racism, and politics. Writing assignments will continue to prepare students for college level expository writing. These include a formal research paper, literary criticism, and multi-genre response; the academic year will culminate with a "Life View Paper." Mechanics and grammar will be reviewed as necessary in student writing. Research will be done according to the MLA format.

Selected works may include: *The Women of Brewster Place*, *Siddhartha*, *Our America*, *Slaughterhouse-Five*, *Hiroshima*, *Interpreter of Maladies*, *Macbeth*, *King Lear*, and selected poetry and short stories.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Course Length: 2 semesters

Credits: 1.0

Eligible grade levels: 11 and 12

Prerequisites: Permission from instructor, Department Chair, and completion of summer reading program (see instructor for details).

Advanced Placement English Literature students focus on college level reading selections and writing. Representative works of recognized literary merit from various genres and periods will be studied extensively. Students will read critically and write analytically in preparation for college level expository writing. The course is designed to prepare students for the May examination that allows students a chance to earn college credit. Students are responsible to complete summer reading in preparation for the class.

Selected works may include: *Beowulf*, *The Lais of Marie de France*, *The Canterbury Tales*, *Hamlet*, *Macbeth*, *The Lagoon*, *Heart of Darkness*, *Things Fall Apart*, *Death of a Salesman*, *The Sound and the Fury*, and selected poetry.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Course length: 2 semesters

Credits: 1.0

Eligible grade levels: 11 & 12

Prerequisites: Permission from instructor, Department Chair, and completion of summer reading program (see instructor for details).

Advanced Placement English Language and Composition students focus on college level reading selections, discussion, and writing. The course will concentrate on a comprehensive study of literature and language. AP English Language and Composition is designed to prepare the students for the May examination that allows students a chance to earn college credit. Students will identify rhetorical devices, literary devices, and various organizational structures in their reading. Students will practice these devices and structures in their own writing. Students are responsible to complete summer reading in preparation for the class.

Selected works may include: *Dante's Inferno*, *Notes from the Underground*, *Death of a Salesman*, *The Other Side of the River*, *The Tempest*, *The Things They Carried*, *Beloved*, *The Women of Brewster Place*, *The Grapes of Wrath*, *The Man Who Was Almost a Man*, *Araby*, assorted short stories, assorted poetry, and philosophical discussions.

9th grade	10th grade	11th grade	12th grade
English 9: Introduction Composition and Literature	English 10: College Composition and Literature	English 11: American Literature and/or AP: English Literature or Language	English 12: Global Issues and/ or AP: English Language or Literature

HISTORY DEPARTMENT

At Wellspring Prep, although the term "history" indicates a specific subject-area curriculum, history instructors identify various categories for classifying content standards: historical, geographic, civic, cultural, and economic perspectives; inquiry; public discourse and decision making; and citizen involvement. In each course, instructors and students will study a particular region of the world through analyses of the mentioned perspectives. History instructors work with instructors in other disciplines (English, the arts, foreign language) to help students recognize interdisciplinary relationships among various subjects.

The Michigan Merit Examination (March of Junior year) covers topics in late-nineteenth and twentieth centuries, geographic and environmental implications of global issues and events, American government and world affairs, and the United States and international economic systems. Students who follow the Wellspring Prep history curriculum should be in a favorable position to perform well on the state proficiency test.

HISTORY 9: WORLD HISTORY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9

Prerequisites: None

World History examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. European, Asian, Australian, African, North and South American events will be blended thematically and chronologically into lessons that show the impact on each area. The results of many of these actions will be observed and discussed concerning current events. Through readings, lectures, notes, videos, speakers, testing, discussions and projects, students are invited to gain a deeper knowledge of their world and explore how historically significant individuals may have defined a "a life well lived."

HISTORY 9: AP WORLD HISTORY

In addition to all of the above material, this course prepares students for the Advanced Placement World History Course in the spring. AP World History at Wellspring Prep is a college level course in world history covering the period from the Neolithic Revolution to the present. Students should be reading and writing at or above grade level to have the best opportunity for success. Through the reading of primary-source documents and world literature, the course involves intensive study of the formulation of world cultures, paying special attention to change over time and comparing the effects of common historical phenomena on different cultures.

The following 5 historical themes will be explored:

1. Interaction between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology

2. Development and interaction of cultures
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture

3. State-building, expansion, and conflict
 - Political structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, trans-regional, and global structures and organizations

4. Creation, expansion, and interaction of economic systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism

5. Development and transformation of social structures
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

HISTORY 10: HISTORY OF POLITICAL SYSTEMS AND THOUGHT

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10
Prerequisites: None

This course is designed to provide students with a working knowledge of the history of political theory through the classic works on the subject, Plato's The Republic, Sir Thomas Moore's Utopia, Machiavelli's The Prince, and the works of Hobbes, Locke, Jefferson, and Paine leading up to the American Revolution and the writing of the US Constitution. Focus will be paid to the freedom allowed by each system to its citizens, the efficiency of governmental structure and the ability of each system to endure the tests of human events. Systems such as monarchies, dictatorships, democracies, republican forms, socialism, fascism, and communism will be examined for their various traits, both laudable and deplorable. This knowledge, rooted as it is in the classics of western political thought, will set students up well for later university-level history and liberal arts classes. Research and analytical writing will be of particular focus.

HISTORY 11: UNITED STATES HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11
Prerequisites: None

U.S. History is a course designed for high school juniors to engage them in learning about their country and the events that have set the tone for current American thought. The course begins focusing on the early days of Columbus and moves through the Colonial Era, to the present day. Not only are students exposed to many different people, places, and dates, but they will also be exposed to the various cultural, societal, and political shifts found throughout American history. Students have the opportunity to participate in group discussions, projects, in-class writings, and daily interactive activities that encourage learning and understanding. As individuals and as a class, students are asked to make connections throughout history and recognize the patterns in thought and policy, historically, in an attempt to understand the current status of our country.

HISTORY 12: WORLD ISSUES

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 12
Prerequisites: None

The History 12 course is an elective course for those students interested in understanding the world around them and the reasons for many of the issues we face today. In order to understand recent events, you must understand the past. Issues just don't happen one day; they develop over time. Students will research past events to

make sense of the current events they hear everyday on the news and/or read in the newspaper. The course is topic based and allows for much discussion, analytical writing and individual exploration. Student interest, in part, will assist in determining each year which issues to be covered in depth. Our focus will typically be on the era post WWII, an era that does not get covered in many history courses, and prepares students for understanding the world around them in a more mature, morally focused and analytical manner.

ADVANCED PLACEMENT: U.S. GOVERNMENT AND POLITICS

Course Length: 1 semester (fall)

Credits: 0.5

Eligible Grade Levels: 11, 12

Prerequisite: Instructor Approval

This course addresses knowledge of facts, concepts, and theories pertaining to U.S. government and politics. Students will develop an understanding of typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to justify various government structures and procedures, and the political effects of these structures and procedures). Work includes analysis and interpretation of data and relationships in U.S. government and politics; written analysis and interpretation of the subject matter of U.S. government and politics; and careful attention to the specific free-response question posed and ability to stay on task. Current political parties and their candidates often provide effective "grist for our mill" as governmental structures and nuances are explored. Students in this class are expected to take the Advanced Placement Examination in May.

ADVANCED PLACEMENT: COMPARATIVE GOVERNMENT

Course Length: 1 semester (spring)

Credits: 0.5

Eligible Grade Levels: 11, 12

Prerequisite: Instructor Approval

This course addresses knowledge of facts, concepts, and generalizations pertaining to the government and politics of the United Kingdom of Great Britain and Northern Ireland, Russia, China, Mexico, Nigeria, and Iran. Students will develop an understanding of typical patterns of political processes and behavior and their consequences. Students will provide analysis and interpretation of basic data that are relevant to comparative government and politics. Work includes written analysis and interpretation of subject matter; ability to compare and contrast political institutions and processes across countries and to derive generalizations; and careful attention to the specific free-response question posed and ability to stay on task. Students in this class are expected to take the Advanced Placement Examination in May.

ADVANCED PLACEMENT: UNITED STATES HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12
Prerequisites: Permission of Instructor

This course is a college-level survey course in American history. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Students not only examine the facts of American history, but also analyze and synthesize historical information and study historiography as well. Students learn that history is not a static set of events set in stone, but an ongoing human endeavor seeking to answer who we are, where we have been, and where we are going as a nation. The class concludes with a college level examination, prepared by an independent testing agency, The College Board, which, if passed, may result in college credit.

ADVANCED PLACEMENT: EUROPEAN HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12
Prerequisites: Permission of Instructor

In addition to providing a basic narrative of events and movements, the goals of this college-level course are to develop an understanding of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. Periodic tests and research projects will monitor students' understanding and allow for greater examination of topics of personal interest.

Students in this class are expected to take the Advanced Placement Examination in May.

ADDITIONAL NOTES ON HISTORY COURSEWORK

The history department recommends the following course of study for students wishing to concentrate on history at Wellspring Prep:

9th grade	10th grade	11th grade	12th grade
History 9: World History or AP World History	History 10: History of Political Systems and Thought or AP US/Comp. Government And Politics	History 11: The United States or AP US History or Advanced Placement: European History	History 12: World Issues or AP US History or Advanced Placement: European History or AP US/Comp. Government and Politics

MATHEMATICS DEPARTMENT

The mathematics department strives to provide a curriculum, teaching and learning environment consistent with the National Council of Teachers of Mathematics 2000 *Principles and Standards*, the Michigan High School Content Expectations, and the College Board Standards for College Success.

The College Board Standards for College Success describe a developmental progression of quantitative skills and mathematics concepts that students should master to be ready for success in college level work, either during high school in Advanced Placement courses or during their freshman year in college. Within each standard are thematic strands, which develop a set of related process or content skills. The strands have been conceived at a level of granularity that will support meaningful diagnostic assessments and effective instruction. Within each strand are performance expectations, which teachers can use to evaluate specific student strengths and weaknesses within a strand.

ALGEBRA I

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9

Prerequisites: Successful completion of middle school mathematics through pre-algebra. Basic knowledge of and experience with graphing calculators.

This is an entry-level high school mathematics class. Students will study units involving number and operations, solving equations, patterns and relations, linear functions, exponential functions, quadratic functions, reasoning and proof, conversions, measures, and probability simulations.

GEOMETRY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9, 10

Prerequisites: Successful completion of Algebra I or permission of the mathematics department.

Students will study units involving geometric reasoning, polygon relationships, similarity, trigonometric laws, area of figures, algebraic reasoning, geometric proofs, circles, spatial reasoning, and transformations.

ALGEBRA II

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10, 11, 12

Prerequisites: Successful completion of Algebra I and Geometry or permission of the mathematics department.

Students will study units involving direct and inverse variation, power functions, multivariable functions, matrices, geometric transformations, correlation coefficients, nonlinear functions, common logarithms, graph theory, trigonometric functions, and probability.

PRECALCULUS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Successful completion of Algebra II or permission of mathematics department.

Students will study units involving derivatives, integrals, vectors, parametric equations, logarithms, counting models, polynomial and rational functions, symbolic reasoning, complex numbers, and trigonometric identities.

ADVANCED PLACEMENT STATISTICS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 12

Prerequisites: Completion of Algebra II/Geometry with a B or better or successful completion of Precalculus. Permission of the mathematics department is required.

Students will spend the year preparing for the Advanced Placement Statistics examination. Successful completion of the AP examination may earn the student college credit. Topics covered include organizing data, samples and experiments, probability, and statistical inference.

ADVANCED PLACEMENT CALCULUS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 12

Prerequisites: Successful completion of Precalculus and permission of the mathematics department.

Students will spend the year preparing for the Advanced Placement Calculus examination. Successful completion of the AP examination may earn the student college credit. Topics covered include in-depth study of limits, derivatives, and integrals.

SCIENCE DEPARTMENT

The Wellspring Prep science department is committed to presenting information to the students in way that promotes scientific thinking, data analysis, and inquiry-based learning. Each course, in addition to focusing on the mastery of essential concepts, endeavors to prepare students for a second phase of Advanced Placement coursework. Where appropriate, labs are used to provide hands-on learning opportunities.

BIOLOGY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9

Prerequisites: None

Biology is the study of life. This is a broad field with many different aspects and concepts to learn. In this class, many labs and several group projects and research papers are done throughout the year. An important focus of this class is the subject-specific vocabulary. The concepts that will be studied include: scientific method, biochemistry, classification, ecology, comparative anatomy, genetics, cells and evolutionary patterns.

HONORS BIOLOGY

Prerequisites: Exemplary middle school academic performance

In addition to the above, this course is designed to challenge students by increasing the depth and breadth of their understanding of Biology concepts. Students should be prepared to think critically, process complex material quickly, and read above grade level. Successful students will be prepared to take Advanced Placement Biology in 10th grade.

AP BIOLOGY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10-12

Prerequisites: Permission of the instructor

This course is designed for those students who intend on majoring in a science field in college or wish to test out of part of their college science requirement. This course is meant to mirror a college biology course. The topics covered in this course are similar to topics in the regular biology course, but are covered in far more depth. A standard set of AP labs is completed throughout the year and students are prepared to complete a comprehensive exam in May that will determine college credit. If a student chooses not to take the AP exam, the course will appear on their transcript as Advanced Studies in Biology.

CHEMISTRY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10

Prerequisites: None

This course provides a yearlong introduction to chemistry. First semester topics include energy and matter, atomic structure and configurations, the periodic table, chemical formulas and bonding, chemical reactions and equations, and moles. Second semester topics include heat and stoichiometry, states of matter, solutions and chemical equilibrium, and acids and bases. Labs done throughout the year provide an opportunity to apply knowledge learned during discussion and group work exercises.

AP CHEMISTRY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Permission of instructor

This course is designed for those students who intend on majoring in a science field in college or those who wish to test out of part of their college science requirement. This course is meant to mirror a college chemistry course. The topics covered in this course are similar to topics in the regular chemistry course, but are learned more in-depth and with more calculations and application in labs. Furthermore, other topics studied include chemical kinetics and thermodynamics, oxidation-reduction reactions, electrochemistry, and organic chemistry. Lab work is documented in specific laboratory notebooks and lab reports are expected to be written as if the results were being published in professional chemistry journals. If a student chooses not to take the AP exam, the course will appear on their transcript as Advanced Studies in Chemistry.

PHYSICS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Biology, Chemistry, Geometry

Physics is the study of the laws of nature at their most basic level. This course is a yearlong introduction to Physics. During the first semester, the topics covered include one-dimensional, two-dimensional, and circular motion, energy, and matter. The second semester topics are heat, electricity and magnetism, light and waves, and atomic nature. The students will enjoy hands-on activities and utilize their problem solving skills. Students must have successfully completed Algebra I and Geometry.

AP PHYSICS

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Successful completion of Algebra II and permission of the instructor.

This class may cover essentially the same topics as regular physics, but the goal will be to prepare students for the AP Physics exam. Thus, the class will be paced faster than regular physics and be much more rigorous. Students should have a strong math background.

SPANISH DEPARTMENT

Students in the Spanish program develop the ability to communicate in another language and gain insight into themselves and others. They acquire knowledge of the structure and function of the Spanish language and Spanish speaking societies. Their study will provide learners with access to additional knowledge and skills necessary to function in a global community and workplace.

All students may participate in the National Spanish Exam. The NSE is a nationally recognized test for students of members of the American Association of Teachers of Spanish and Portuguese (AATSP). It is designed to promote achievement in vocabulary and grammar. There are awards for top-scoring participants at the state and national level.

SPANISH 1

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9
Prerequisites: None

Students will learn basic vocabulary and conversation, introductory grammar studies and geography of the Spanish-speaking world with an emphasis on Mexico and Spain. They will be expected to write short passages and read simple stories with comprehension and make written and oral presentations on a variety of topics.

SPANISH 2

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9-12
Prerequisites: Successful completion of Spanish 1.

Students will continue to study the critical concepts in grammar. Lessons will include practice speaking, listening, writing and reading in Spanish. The listening and reading material will include short stories and poems by Spanish language authors. They will perform short skits and dialogues in class. Students will do a variety of projects that may require an oral presentation in Spanish.

SPANISH 3

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10-12
Prerequisites: Successful completion of Spanish 2.

At this level students will more extensively study the formation and uses of grammar. There will be emphasis on the Subjunctive Mood. Required writing activities include production of original stories and journal writings. The journal prompts are based on classroom experiences and their lives. Some of this information will be presented to the class in student-produced presentations in the target language. Students expand their knowledge of vocabulary by choosing challenge words. They will read selections from *Don Quixote de la Mancha* and Nobel Prizewinning authors Gabriel Garcia Marquez and Gabriela Mistral.

SPANISH 4

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10-12

Prerequisites: Successful completion of Spanish 3.

Students will study the history and culture of the Spanish-speaking countries of the world in greater detail. They will be expected to speak and understand more Spanish than in previous classes. The students are expected to have a firm foundation in grammar and vocabulary at this level. They will read selections from classics and contemporary Hispanic writers and study a play by Federico Garcia Lorca. Occasionally, they will write critical essays on current topics.

ADVANCED PLACEMENT SPANISH LANGUAGE

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12

Prerequisites: Permission of Instructor

Students in this course will be preparing to take the Advanced Placement exam for Spanish Language given nationally every spring. Students can earn college credit if they successfully complete the exam. They will be required to perform comprehension, verbal, written and aural tasks on the exam.

VISUAL ART DEPARTMENT

The art department of Wellspring Prep provides a comprehensive and challenging visual art curriculum that reflects our school's mission statement. Students who complete the high school series of art courses will be prepared to enter college and life with real design and organizational skills along with a developed sense of personal aesthetics.

FOUNDATIONAL ART

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9 & 10 (1st year high school art)

Students in Foundational Art will be engaged in creative problem solving through projects that encourage the use of traditional as well as digital mediums. The effective use of the elements & principles of design will be emphasized throughout lessons and projects. An inspiring survey of genres and art forms will be investigated through art history, encouraging the emergence and development of personal voice and style.

2D/3D DESIGN

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 10 (2nd year high school art)

Prerequisite: Foundational Art

Students will build on art production techniques, historical knowledge and creative problem solving skills gained in foundational art. Emphases on the elements of excellent design organization will be applied to assignments using a variety of two-dimensional and three-dimensional mediums. Students will have the opportunity to develop projects based on individual areas of interest and focus.

ADVANCED 2D DESIGN/LECTURE STUDIO

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 11, 12 (3rd year high school art)

Prerequisite: Foundational Art & 2D/3D Design

This advanced art class is designed to meet the needs of high school students who have taken one or more prerequisite courses (Foundational Art, 2D/3D Design), but want to further hone art skills and understand advanced art theory. Through the bringing together of upper level art students, the lecture and studio aspects of the course will be at a challenging level. Students interested in advanced skills training, art related careers, Advanced Placement art credit, or college preparatory art education should enroll in this course. Students can propose Independent Study projects/contracts and use studio time for fabrication, hands-on or research, but must attend lecture components.

ADVANCED ART/AP STUDIO ART

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 11, 12

This course is the highest level of the art courses offered at Wellspring Prep. This course has a seminar/lecture component, but is mainly focused on developing individual art student portfolios. The art portfolios are used for college applications, scholarship, AP credit, exhibitions, competitive exhibitions and to create a body of work representing the culmination of a student's high school experience. Students should have at least completed two pre-requisite art courses at Wellspring Prep or if transferring have their portfolio reviewed from other secondary institutions.

ADVANCED PLACEMENT ART HISTORY

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 10-12

This college level Art History course is an excellent class for 11th and 12th grade students who wish to learn about art history in its historical context. Students will: express historical understanding in writing, understand important historical events in context with visual art history, grasp major art historical periods from early European history to modern western historical perspectives, and distinguish between western and non-western aesthetics. Also, students will complete periodic tests and research projects to help examine understanding and express personal interest. Students will take an AP Art History exam in early May.

DIGITAL MEDIA

Course Length: 2 semesters
Credits: 1.0
Eligible Grade Levels: 9-12

Reflecting the rapidly changing field of photography, this course will explore digital and traditional techniques of picture taking. Students will receive basic instruction in design and composition as related to photography and layout. The art of searching for and selecting dramatic lighting, unique perspectives and capturing the perfect moment with the most effective image will be emphasized. The use of sequential still frames that produce visual statements and narratives will be examined. Students will have the opportunity to use Photoshop, video production and other computer art applications. Digital camera required.

MUSIC DEPARTMENT

Objectives of the Music Program:

- To teach music by its actual performance
- To develop performance skills of the various wind and percussion instruments
- To provide for the musical needs of the school and school community
- To develop discrimination with regard to the selection of music
- To acquaint the students with Music Theory / History and how history and musical composition relate to the students' current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means for self expression, and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop Esprit de Corps
- To foster leadership skills within each student

CONCERT BAND

The Concert Band is comprised of students with the performing ability necessary to perform at least grade II music. All instrumental students (wind, brass, percussion, and strings) will be enrolled in this class. Rehearsals and performances outside the school day will be required.

CONCERT CHOIR

The Concert Choir is comprised of all students wishing to sing and improve their individual musicianship. Rehearsals and performances outside the school day will be required.

JAZZ ENSEMBLES

The Jazz Ensemble is a Monday elective course open to any student enrolled in band or choir wishing to learn more about jazz styles. We will learn jazz theory, improvisational techniques, and hopefully perform a variety of music at one or two performances.

CHAMBER ENSEMBLES

During the fall and spring, chamber ensembles will be formed. ALL band members will be encouraged to perform in a chamber ensemble. Possible groups would be Woodwind Quintet, Brass Quintet, Saxophone Quartet, Horn Ensemble, Trombone Quartet, Low Brass Ensemble, Flute Choir, Clarinet Choir, Percussion Ensemble, as well as additional small groups. There will be a chamber concert in the spring and

opportunity for performance at Solo and Ensemble. Small groups may also be featured in other concerts.

ADDITIONAL COURSE OFFERINGS

ADVANCED PLACEMENT PSYCHOLOGY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9-12

This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major subfields within psychology. Principles of psychology include but are not limited to: biological basis of behavior, research methods, history and approaches, sensation and perception, states of consciousness, motivation, cognition, developmental psychology, and emotion.

Students are required to complete an AP Psychology exam in the spring. Students will learn through experiential and project based learning combined with traditional lecture format.

PHYSICAL EDUCATION

Course Length: 1 or 2 semesters

Credits: 0.5 per semester

Eligible Grade Levels: 9-12

This course will engage you in healthy activity to promote physical wellness in both body and in mind. This is an activity-based class; therefore all are expected to participate on a daily basis. Physical activity has been shown to help you think more clearly, breathe better, and be relaxed in a way that is conducive to the over all excellence in all areas of academia. Fitness is a life long goal; by teaching you a healthy life style we expect you will continue this healthy life style into life after school. Successful completion of two semesters of this course fulfills the graduation requirement of 1.0 credit in Physical Education.

SOCIOLOGY

Course Length: 2 semesters

Credits: 1.0

Eligible Grade Levels: 9-12

Have you ever sat down and thought about why people act the way they do? Why are men typically more aggressive than women? Why are women portrayed as more nurturing than men? How we learn is valuable in our culture. Who makes those decisions? Those are the kinds of questions that sociology attempts to answer. Put simply, sociology is a study of human behavior. It studies how social groups function in our society and how these social groups influence our behavior. This course will focus on the ways in which the social institutions of family, education, economy, religion and

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politics influence our lives. We will also discuss how people are stratified based on race, ethnicity, gender and age.



Curriculum

2013-2014

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ENGLISH

English instruction at PrepNet schools reflects the English Language Arts CollegeBoard Standards for College Success. These standards define rigorous expectations for student proficiency in reading, writing, speaking, listening, and media literacy. Students are expected to:

- develop a repertoire of reading comprehension strategies that they can draw on to comprehend, analyze, and critique both literary and informational texts
- develop a repertoire of writing strategies and a familiarity with certain types of writing commonly taught in the classroom, including argumentative writing, research writing, literary analysis, and creative and reflective writing
- speak effectively in interpersonal, group, and public contexts
- become active and effective listeners
- view critically and produce media

The Great Books lists and the Advanced Placement Literature course recommended reading lists provide guidance for teachers in selecting literature.

Michigan Merit Curriculum Graduation Requirements – 4 credits English Language Arts

English 9:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9

Prerequisites: Successful completion of English 8 and ability to read and write proficiently at grade level.

In preparation for AP courses and using the CollegeBoard's SpringBoard Level IV curriculum, students will strengthen their reading, writing, speaking, and listening skills as they study the theme "Coming of Age." They will be exposed to five genres of literature: poetry, short stories, drama, media, and the novel. Students will learn and practice critical reading comprehension strategies for each genre. Significant attention will be paid to literary analysis in each genre, including learning and applying new literary vocabulary. Students will focus on the process of writing and produce responses to literature that include comparison/contrast, research, descriptive, and persuasive essays. Mechanics, usage, and style will be reviewed as needed in coursework. Additional attention will be given to the use of primary sources, as well as MLA format. Students will also develop strategies for oral literacy and collaborative learning to prepare them for higher level discussion-based classes.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
<p>Unit 1 <i>Coming of Age</i> This unit introduces “coming of age” as the thematic focus of the year by asking students to explore fictional characters and real individuals who encounter self-defining incidents. As students interact with multiple texts, they refine their understanding of voice, review advertising appeals, and establish a foundational understanding of learning strategies and key concepts they will apply throughout the year.</p>	<ul style="list-style-type: none"> • Understand and apply the relationship between diction, syntax, and imagery in the creation of an author’s voice • Recognize the connection between the audience of a writing piece and the rhetorical appeals and advertising techniques used to persuade that audience • Identify and own self-selected reading strategies to access a variety of texts 	<p><u>Language</u> CE 4.1.5</p> <p><u>Literature and Culture</u> CE 3.1.1</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.7; CE 2.3; CE 2.3.6</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1; CE 1.1.2; CE 1.1.5; CE 1.1.8; CE 1.3.1; CE 1.3.2; CE 1.3.5; CE 1.5.4</p>
<p>Unit 2 <i>Defining Style</i> This unit continues the coming-of-age theme by revealing the unique connection between written texts (short stories) and visual media (film). In this unit, students examine the ways in</p>	<ul style="list-style-type: none"> • Develop a firm understanding of how an author presents themes, ideas, and/or images by means of literary and stylistic elements • Understand the relationship between an author’s purpose, use of literary/stylistic/cinematic devices, and the effect of those choices • Apply the writing process to a literary/style analysis essay 	<p><u>Language</u> CE 4.1.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.3; CE 3.1.4; CE 3.2.4; CE 3.2.5; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.8; CE 2.2.1; CE 2.1.11; CE 2.3.6</p>

<p>which authors of short stories and directors of visual media manipulate their audience's reactions through their unique stylistic choices. By studying film as a separate and unique genre, worthy of serious study along with drama, poetry, fiction, and prose.</p>		<p><u>Writing, Speaking, and Expressing</u> CE 1.1.2; CE 1.1.5; CE 1.3.1; CE 1.3.4; CE 1.5.4</p>
<p>Unit 3 <i>Exploring Poetic Voices</i> This unit continues the coming-of-age thematic concept by examining diverse perspectives on societal issues, life experiences, community outlook, rites of passage, and character development. Poetry most poignantly conveys the power of words, of feelings, and of images to address issues of importance to writers through their unique stylistic choices. A deep understanding of the function and effect of stylistic techniques</p>	<ul style="list-style-type: none"> • Perform close reading and analysis of poetry in many forms • Complete an analysis of one poet's style and write a style analysis reflection • Apply the various stages of the writing process • Write in a variety of poetic modes to create a poetry anthology • Practice oral reading 	<p><u>Language</u> CE 4.1.2; CE 4.1.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.1; CE 3.2.2; CE 3.2.5</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.3; CE 2.1.7; CE 2.2.1; CE 2.3.6</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.2; CE 1.2.3; CE 1.3.1; CE 1.4.5; CE 1.5.4</p>

<p>empowers students to emulate the style of a published author and, in turn, develop a signature style in their own poetry. By studying poetry intensely and writing their own, students will begin to see their emerging voices in the literary community and make their contribution alongside other poets.</p>		
<p>Unit 4 <i>Interpreting Drama Through Performance</i> One of the most widely read “coming-of-age” texts, Shakespeare’s <i>The Tragedy of Romeo and Juliet</i> is the core text in this unit. Students apply to the play what they have previously learned about voice, film, and poetry. This unit guides students in an examination of the ways that directors and actors use theatrical elements to interpret and perform a text. Opportunities to</p>	<ul style="list-style-type: none"> • Focus on a work from another century, with an emphasis on understanding archaic words and syntactic structure • Deepen students’ experiences with interpretation of literature through close reading, literary analysis and application of literary elements • Research historical, social, and cultural contexts of Shakespeare’s drama, <i>Romeo and Juliet</i> • Plan and execute a performance of a scene from a play • Compare and contrast film interpretations • Write persuasively about film interpretations 	<p><u>Language</u> CE 4.1.5; CE 4.2.1</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.2; CE 3.1.5; CE 3.1.8; CE 3.1.10; CE 3.1.9; CE 3.2.3; CE 3.2.4; CE 3.2.5</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.11; CE 2.1.3; CE 2.1.7; CE 2.3.6</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.2; CE 1.1.4; CE 1.3.1; CE 1.3.2; CE 1.3.4; CE 1.3.7; CE 1.4.1; CE 1.4.2; CE 1.4.6; CE 1.5.2; CE 1.5.4</p>

<p>hear and speak the language, view filmed interpretations, and perform scenes will enhance students' understanding of Shakespeare's play.</p>		
<p>Unit 5 <i>Coming of Age</i> <i>Amidst Controversy</i> Novels are a product and reflection of the life and times of their authors, even though they often present experiences that transcend those defining influences. In this unit, as students read <i>To Kill a Mockingbird</i>, they examine how an understanding of a novel's social, cultural, historical, and geographical context enhances their experience of the text. This unit also challenges them to become increasingly aware of how authors use literary elements—such as character, setting, and conflict—to represent and evaluate various points of view within those contexts.</p>	<ul style="list-style-type: none"> • Research the cultural, historical, social, and geographical context of a novel and applying the research to an understanding and appreciation of the work • Read and analyze a novel of literary merit • Practice close textual analysis for use of language and the complex relationships between literary elements and thematic development 	<p><u>Language</u> CE 4.1.2; CE 4.1.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.2; CE 3.1.10; CE 3.1.7; CE 3.1.8; CE 3.1.9; CE 3.2.4; CE 3.2.5</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.11; CE 2.2; CE 2.3.5; CE 2.3.6</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.4.1; CE 1.4.2, CE 1.4.6; CE 1.5.4</p>

Thematically, the exploration of <i>To Kill a Mockingbird</i> engages students in an examination of the diverse meanings of Coming of Age.		
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Resources/Materials

This course follows the CollegeBoard Level IV SpringBoard Curriculum, which prepares students for success in AP and college courses. The SpringBoard activities will be supplemented with integrated material on language, grammar, and vocabulary.

Recommended novels include: *The Catcher in the Rye* (J.D. Salinger), *Monster* (Walter Dean Myers), *The Secret Life of Bees* (Sue Monk Kidd), *A Separate Peace* (John Knowles), *SSlam* (Walter Dean Myers), *Sleeping Freshmen Never Lie* (David Lubar), *Speak* (Laurie Halse Anderson), *Stargirl* (Jerry Spinelli), *A Yellow Raft in Blue Water* (Michael Dorris), *Ellen Foster* (Kaye Gibbons), *The House on Mango Street* (Sandra Cisneros), *The Adventures of Huckleberry Finn* (Mark Twain).

Unit 1:

Suggested Materials

Selected novels for independent reading
 Video recording of an interview
 Variety of advertisement samples and book jackets

Unit 2:

Suggested Materials

Charlie and the Chocolate Factory (2005)
Edward Scissorhands (1990)
Big Fish (2004)
Corpse Bride (2005)

Unit 3:

Suggested Materials

Examples of poetry in different forms

Unit 4:

Suggested Materials

Copies of the play *Romeo and Juliet*

Audio of *Romeo and Juliet*, free on librivox.org

Two or more film interpretations of *Romeo and Juliet*

Unit 5:

Suggested Materials

Photos of images of the segregated South from the 1930s through the 1960s

Copies of the novel *To Kill a Mockingbird* by Harper Lee

DVD of the film *To Kill a Mockingbird*

Michigan High School Content Expectations & Strands

Language	
CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others)
CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, and discussing issues informally with peers).
CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech

	communities (e.g., ethnic communities, social groups, professional organizations).
CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language and racial, ethnic, or gender epithets).
CE 4.2.5	Recognize language bias in one's community, schools, textbooks, the public press, and in one's own use of language.
Literature and Culture	
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time, sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
CE 3.1.8	Demonstrates an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
CE 3.2.4	Respond by participating actively and appropriately in small

	and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustrations, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, and Harlem Renaissance, Postcolonial). And consider the historical, cultural, and societal contexts in which works were produced.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and transitions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual

	media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.3	Understand the ways people use media in their personal and public lives.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
Reading, Listening, and Viewing	
CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
CE 2.1.2	Make supported inferences and draw conclusions based on

	informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meaning of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of information texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal

	communication.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to

	read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
Writing, Speaking, and Expressing	
CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning – drawing on responses from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text – deleting and/or reorganizing ideas, and addressing potential readers' questions.
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
CE 1.1.7	Edit for style, tone, word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, web pages).
CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction) with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g.,

	resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion.
CE 1.3.5	From the outset, identifying and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences to different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purposes, audience, and content).
CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.4.5	Develop organized structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-search, literary analysis, news article).
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus,

	transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defined ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ENGLISH 10:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10

Prerequisites: Successful completion of English 9 and ability to read and write proficiently at grade level.

In preparation for AP courses, students will strengthen their reading, writing, speaking, and listening skills as they study the theme "Cultural Voices." They will be exposed to five genres of literature: poetry, short stories, drama, media, and the novel. Students will learn and practice critical reading comprehension strategies for each genre. Significant attention will be paid to literary analysis in each genre, including learning and applying new literary vocabulary. Students will focus on the process of writing and produce responses to literature that include comparison/contrast, research, descriptive, and persuasive essays. Mechanics, usage, and style will be reviewed as needed in coursework. Additional attention will be given to the use of primary sources, as well as MLA format. Students will also develop strategies for oral literacy and collaborative learning to prepare them for higher level discussion-based classes.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1	<ul style="list-style-type: none"> Apply analytical, 	<u>Language</u>

<p><i>World Mythology</i> This introduction to Multicultural Literature will provide students with the following questions: Why is it important for people and cultures to construct narratives about their experience? What roles do stories play in the development of cultural identity? Students will read parts of <i>The Odyssey</i> act it out for the end of unit assessment.</p>	<p>critical, creative, and reflective strategies to published, personal, and peer-generated texts</p> <ul style="list-style-type: none"> • Develop speaking and listening skills that build capacity for effective communication • Analyze short stories and poems for literary elements and how they create meaning and effect 	<p>CE 4.1.2; CE 4.1.4; CE 4.1.5; CE 4.2.4</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.2; CE 3.1.3; CE 3.1.4; CE 3.1.5; CE 3.2.4; CE 3.2.5; CE 3.3.1; CE 3.3.4</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.11; CE 2.1.12; CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.3.5; CE 2.3.7</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.2; CE 1.1.3; CE 1.1.7; CE 1.1.8; CE 1.2.3; CE 1.2.4; CE 1.3.6; CE 1.4.1; CE 1.4.6; CE 1.5.2</p>
<p>Unit 2 <i>Voices of Modern Culture</i> What is culture, and how does it contribute to the way one sees the world? In this unit students will explore these questions by investigating factors that affect their personal and cultural identities. Students will learn about the concept of voice, and how one expresses identity through written text. Using <i>The Absolutely True Diary of a Part Time Indian</i>, by Sherman Alexie as a guided text, students will explore and discover how writers and speakers use voice to express cultural ideas and personal identities.</p>	<ul style="list-style-type: none"> • Examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre) • Apply analytical, critical, creative, and reflective strategies to published, personal, and peer-generated texts • Develop speaking and listening skills that build capacity for effective communication 	<p><u>Language</u> CE 4.1.1; CE 4.1.2; CE 4.1.3; CE 4.1.5; CE 4.2.1; CE 4.2.2; CE 4.2.3; CE 4.2.4; CE 4.2.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.2; CE 3.1.3; CE 3.1.4; CE 3.1.7; CE 3.1.8; CE 3.1.9; CE 3.2.4; CE 3.2.5; CE 3.3.1, CE 3.3.4</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.10; CE 2.1.11; CE 2.1.12; CE 2.1.3; CE 2.1.5; CE 2.1.7; CE 2.2.1; CE 2.2.2; CE 2.3.2; CE 2.3.6; CE 2.3.7</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.1; CE 1.1.2; CE 1.1.3; CE 1.1.7; CE 1.1.8; CE 1.2.2; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.6; CE 1.4.1; CE 1.4.6; CE 1.5.2; CE 1.5.4</p>

<p>Unit 3 <i>Cultural Conversations</i> This unit continues the process of exploring what makes up a culture by specifically studying one of the building blocks of culture—one’s family. Students will look closely at the effect family has on their views and perceptions of the world. The play <i>Fences</i> by August Wilson, will be the guiding text for this unit as students will make connections to the play and use what they learn to create their own understanding of cultural identity and its effect on individual perceptions.</p>	<ul style="list-style-type: none"> • Recognize how we define ourselves as individuals through our interactions with external cultural forces • Understand and apply the basic elements of argumentation • Recognize the role that culture plays in defining ourselves as individuals • Apply the appropriate conventions and elements of a synthesis essay 	<p>Language CE 4.1.1; CE 4.1.2; CE 4.1.5; CE 4.2.1; CE 4.2.3; CE 4.2.4; CE 4.2.5</p> <p>Literature and Culture CE 3.1.1; CE 3.1.10; CE 3.1.2; CE 3.1.3; CE 3.1.4; CE 3.1.7; CE 3.1.8; CE 3.2.4; CE 3.2.5; CE 3.3.1; CE 3.3.4</p> <p>Reading, Listening, and Viewing CE 2.1.1; CE 2.1.11; CE 2.1.12; CE 2.1.2; CE 2.1.3; CE 2.1.7; CE 2.2.2; CE 2.2.3; CE 2.3.1; CE 2.3.2; CE 2.3.6; CE 2.3.7</p> <p>Writing, Speaking, and Expressing CE 1.1.1; CE 1.1.2; CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.1.8; CE 1.2.2; CE 1.2.4; CE 1.3.3; CE 1.3.4; CE 1.3.7; CE 1.4.3; CE 1.4.6; CE 1.5.4;</p>
<p>Unit 4 <i>Community</i> This unit continues the idea of “cultural voices” in learning more about a specific culture. <i>Things Fall Apart</i> by Chinua Achebe is the centerpiece of the unit. In the unit students will learn more about Ibo culture and do a research project on their cultural traditions. They will also look closely at how a culture’s fabric can be stretched and altered with new ideas and members.</p>	<ul style="list-style-type: none"> • Analyze character relationships and motives in a literary work • Apply academic writing skills to a literary analysis • Research and make connections between one’s culture and the culture of another time and place 	<p>Language CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p>Literature and Culture CE 3.1.1; CE 3.1.2; CE 3.1.4; CE 3.1.7; CE 3.1.8; CE 3.1.9; CE 3.2.3; CE 3.2.4; CE 3.2.5; CE 3.3.2; CE 3.3.5; CE 3.3.6; CE 3.4.2</p> <p>Reading, Listening, and Viewing CE 2.1.1; CE 2.1.10; CE 2.1.11; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.1.6; CE 2.1.7; CE 2.2.2; CE 2.2.3; CE 2.3.1; CE 2.3.4; CE 2.3.7; CE 2.3.8</p> <p>Writing, Speaking, and Expressing CE 1.1.1; CE 1.1.3; CE 1.1.4; CE 1.1.7; CE 1.1.8; CE 1.3.2; CE 1.3.3; CE 1.3.4; CE 1.3.6; CE 1.3.7; CE 1.3.8; CE 1.3.9; CE 1.4.1; CE 1.4.2; CE 1.4.3; CE 1.4.4; CE 1.4.5; CE 1.4.6; CE 1.4.7</p>
<p>Unit 5</p>	<ul style="list-style-type: none"> • Explore ancient and 	<p>Language</p>

<p><i>Poetry</i></p> <p>By reading the diverse selections in this unit, students consider the role of ancient philosophies, universal themes, Western influence, and historical change in those works. In addition, students listen to recordings of some of the poems in the original language so that they may appreciate their sounds, structures, and rhythms.</p>	<p>modern works of literature from Asian countries, particularly China, India, and Japan.</p> <ul style="list-style-type: none"> • Consider how Asian literature both draws on and questions cultural traditions. • Consider how certain Asian authors integrate Western literary influences into their cultural contexts. • Compare two or more translations of a single poem. 	<p>CE 4.1.1; CE 4.1.2; CE 4.1.3; CE 4.1.4; CE 4.1.5; CE 4.2.2; CE 4.2.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.10; CE 3.1.2; CE 3.1.3; CE 3.1.4; CE 3.1.7; CE 3.1.8; CE 3.1.9; CE 3.2.3; CE 3.2.4; CE 3.2.5; CE 3.3.2; CE 3.3.5</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.1.8; CE 2.2.1; CE 2.2.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.1; CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.1.8; CE 1.3.1; CE 1.3.4; CE 1.4.1; CE 1.4.2; CE 1.4.6; CE 1.4.7; CE 1.5.1; CE 1.5.3</p>
<p>Unit 6</p> <p>In the final unit, students will look at how a culture’s idea of justice is influenced by its belief about right and wrong. In this unit students will look at nonfiction, drama and art from around the world to consider the key questions – what is justice? What is the nature of justice? How does one construct a persuasive argument? How do people persuade others? How can perspective influence villains and heroes? The main text will be Julius Caesar and students will focus their skills in presenting a persuasive argument about an issue of justice.</p>	<ul style="list-style-type: none"> • Examine perspectives of justice across cultures and over time • Recognize effective elements of persuasion • Analyze how writers and speakers use evidence to impact the persuasiveness of a claim • Create a persuasive piece • Rehearse and present a dramatic interpretation • Reflect on academic strengths and identify areas for further development • Examine how perceptions of a writer or speaker’s ethics affect the credibility of a text or its author 	<p><u>Language</u> CE 4.1.1; CE 4.1.2; CE 4.1.3; CE 4.1.4; CE 4.1.5; CE 4.2.2; CE 4.2.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.10; CE 3.1.2; CE 3.1.3; CE 3.1.4; CE 3.1.7; CE 3.1.8; CE 3.1.9; CE 3.2.3; CE 3.2.4; CE 3.2.5; CE 3.3.2; CE 3.3.5</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.1; CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.1.8; CE 2.2.1; CE 2.2.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.1; CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.1.8; CE 1.3.1; CE 1.3.4; CE 1.5.1; CE 1.5.3</p>

Resources/Materials

This course follows the CollegeBoard Level V SpringBoard Curriculum, which prepares students for success in AP and college courses. The SpringBoard activities will be supplemented with integrated material on language, grammar, and vocabulary. Recommended novels for independent reading include: *The Chocolate War* (Robert Cormier), *Farewell to Manzanar* (Jeanne Wakatsuki Houston and James D. Houston), *The House on Mango Street* (Sandra Cisneros), *Zlata's Diary* (Zlata Filipovic), *Buried Onions* (Gary Soto), *Bad Boy* (Walter Dean Myers), *Anne Frank: The Diary of a Young Girl* (Anne Frank) and any other literary novel in the student's lexile range.

Unit 1:

Suggested Materials

The Odyssey

World Myths

Unit 2:

Suggested Materials

The Absolutely True Diary of a Part-Tim Indian by Sherman Alexie

Excerpt from *The Lone Ranger and Tonto Fistfight in Heaven*

Smoke Signals

Variety of clips with different voices (ex. Grease)

Monologues

Unit 3:

Suggested Materials

Fences by August Wilson

A Raisin in the Sun (1961)

Unit 4:

Suggested Materials

Things Fall Apart by Chinua Achebe

Unit 5:

Suggested Materials

The Ramayana

Selections of poetry from China, Japan, Vietnam, and India

Unit 6:

Suggested Materials

Julius Caesar

Michigan High School Content Expectations & Strands

Language	
CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others)
CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed

	to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language and racial, ethnic, or gender epithets).
CE 4.2.5	Recognize language bias in one's community, schools, textbooks, the public press, and in one's own use of language.
Literature and Culture	
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time, sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.6	Examine differing and diverse interpretations of literary

	and expository works and explain how and why interpretation may vary from reader to reader.
CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
CE 3.1.8	Demonstrates an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustrations, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, and Harlem Renaissance, Postcolonial). And consider the historical, cultural, and

	societal contexts in which works were produced.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and transitions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.3	Understand the ways people use media in their personal and public lives.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
Reading, Listening, and Viewing	

CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meaning of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.4	Identify and evaluate the primary focus, logical argument,

	structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of information texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
CE 2.3.1	Read, listen to, and view diverse texts for multiple

	purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
Writing, Speaking, and Expressing	
CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning – drawing on responses from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text – deleting and/or reorganizing ideas, and addressing potential readers’ questions.
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
CE 1.1.7	Edit for style, tone, word choice (specificity, variety, accuracy, appropriateness, and conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, web pages).
CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction) with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g., resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion.
CE 1.3.5	From the outset, identifying and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences to different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purposes, audience, and content).
CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.4.5	Develop organized structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-search, literary analysis, news article).
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defined ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ENGLISH 11:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11

Prerequisites: Successful completion of English 10 and ability to read and write proficiently at grade level.

In preparation for AP courses, students will strengthen their reading, writing, speaking, and listening skills as they study the theme "American Dreams". They will be exposed to five genres of literature: poetry, short stories, drama, media, and the novel. Students will learn and practice critical reading comprehension strategies for each genre. Significant attention will be paid to literary analysis in each genre as well as persuasive writing, including learning and applying new literary vocabulary. Students will focus on the process of writing and produce responses to literature that include comparison/contrast, research, descriptive, and persuasive essays. Mechanics, usage, and style will be reviewed as needed in coursework. Additional attention will be given to the use of primary sources, as well as MLA format. Students will also develop strategies for oral literacy and collaborative learning to prepare them for higher level discussion-based classes.

Course Syllabus

Units of Instruction	Learner Objectives	Common Core Standards Covered
Unit 1 <i>The American Dream</i> During this unit we will review the persuasive techniques that were learned during the end of 10th grade and improve them. While reading <i>The Great Gatsby</i> by F. Scott Fitzgerald, we will also read various poems, short stories, and articles that focus on the idea of "The American Dream". We will focus on answer the question "does America still provide access to the American Dream to the 'tired, the poor, and the huddled	<ul style="list-style-type: none">• I can understand and define the concept of the American Dream• I can identify a variety of perspectives that exist about the American Dream• I can synthesize information• I can analyze a variety of sources for literary elements and meaning• I can understand and use the elements of an argument• I can incorporate rhetorical appeals and rhetorical devices in an original speech• I can make deliberate choices about syntax in a speech	<ul style="list-style-type: none">• RL.11-12.1, 2, 4• RI.11-12.3• W.11.12.1, 9• L.11-12.5• SL.11-12.2, 4-6

<p>masses?" At the end of the unit, each student will be required to present a speech that answers that question and uses at least three sources that we have studied over the semester.</p>	<ul style="list-style-type: none"> • I can reflect on components of a speech 	
<p>Unit 2 <i>Journey to Knowledge</i> As we embark on our "Journey for Knowledge" in this unit, students will choose a current social issue that they care about and research what needs to be done about the issue. During this journey we will look toward other Americans journey for knowledge. We will read Arthur Miller's <i>The Crucible</i> to see how people can use literature as a social commentary on what they have experience or researched. We will also watch parts of <i>The Laramie Project</i> in order to see a current social commentary about the small town of Laramie, Wyoming - a small town that could seemingly be any town in America.</p>	<ul style="list-style-type: none"> • I can identify whether a resource is reliable or not and defend its use as a valid source • I can synthesize information to support a thesis and present it in a logical form • I can correctly credit sources through a works cited page and in-text citations • I can follow through on a research plan • I can identify a contemporary issue and narrow the topic into a thesis that takes a stand • I can present a project displaying technical command in grammar and punctuation • I can understand how artistic expression can advance social commentary 	<ul style="list-style-type: none"> • RI.11-12.7 • W.11-12.2a-b, 4, 7, 8 • L.11-12.1, 2, 3 • SL.11-12.3, 4, 5
<p>Unit 3 <i>Journey to Truth</i> In this unit we will focus on the idea of the First Amendment and why it is an important aspect to our society. We will look at various news articles and editorials and see what people believe to be true. While looking at these we will learn how to identify fallacies, biases, and slants as well as how to write editorials and letters to the editors and how to create editorial cartoons.</p>	<ul style="list-style-type: none"> • I can identify and create elements of an op-ed page, including unsigned editorials, editorial cartoons, guest columns, point-counterpoints, and letters to the editor • I can identify and use elements of persuasion • I can use language, visual symbols, and evidence for rhetorical effect • I can evaluate the effectiveness of an author's language and reasoning • I can use diction, syntax, and imagery to develop and 	<ul style="list-style-type: none"> • RI.11-12.4-6 • W.11-12.1-9 • L.11-12. 5

	<p>manipulate tone for rhetorical effect</p> <ul style="list-style-type: none"> • I can apply satirical techniques in writing and evaluate their effectiveness • I can explain why the power of the press is so important using examples from dystopian literature as well as world news 	
<p>Unit 4 <i>Journey to Freedom</i> The Harlem Renaissance was a pivotal movement for authors of color, specifically African American authors to gain respect and legitimacy in this country. For this reason, we look to them as the pre-authors of the Civil Rights movement. We will read various texts for these authors, but focus on Zora Neale Hurston's <i>Their Eyes Were Watching God</i>. During this unit we will learn how to critically analyze a text to see how style connects to theme.</p>	<ul style="list-style-type: none"> • I can identify theme in a text and create a properly formatted thematic statement. • I can identify and analyze how style and literary elements connect to theme. • I can weave quotes seamlessly into an essay. • I can purposefully create sentence structures to achieve a desired effect. 	<ul style="list-style-type: none"> • RL.11-12.2-6 • W.11-12.1, 9 • L.11-12.3, 5
<p>Unit 5 <i>The Pursuit of Happiness</i> Our final unit of the year will focus on preparing students for their senior year as well as writing a personal essay that could be used for college admissions. We will be reading <i>The Kite Runner</i> and seeing how the author develops theme through literary elements. We will create a video to help show how the author develops the theme. As well as this project, we will also work on creating a personal essay by reading several essays from profession</p>	<ul style="list-style-type: none"> • I can write in an organized structure that includes an event, a response, and a reflection • I can effectively employ stylistic techniques (i.e. consistent tone, purposeful diction, vivid detail, syntactic variation) in the writing of a personal essay • I can describe a personal experience and convey its significance to the reader • I can revise the draft to produce clear ideas and coherent writing • I can present a final draft that demonstrates evidence of the writing process 	<ul style="list-style-type: none"> • W.11-12.3-4, 6 • L.11-12.1-3,5 •

writers.		
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Resources/Materials

This course follows the CollegeBoard Level IV SpringBoard Curriculum in addition to Quality Core Curriculum which prepares students for success in AP and college courses. The SpringBoard activities will be supplemented with integrated material on language, grammar, and vocabulary. Students will complete independent reading of their own choice once a month.

Unit 1:

Suggested Materials

The Great Gatsby by F. Scott Fitzgerald

Variety of essays and articles from American authors

Unit 2:

Suggested Materials

The Crucible by Arthur Miller

Laramie Project (2002)

Unit 3:

Suggested Materials

Various News Articles

Unit 4:

Suggested Materials

Their Eyes Were Watching God by Zora Neale Hurston

Poems from various Harlem Renaissance Authors

Unit 5:

Suggested Materials

The Kite Runner by Khaled Hosseini

ENGLISH 12:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 12

Prerequisites: Successful completion of English 11 and ability to read and write proficiently at grade level.

The English 12 course will enable students to develop the English Language Arts skills of reading, writing, speaking, and listening, while establishing a foundation of knowledge of various genres, writing purposes, and language conventions for success in future high school, AP, and college English courses. Students will connect themes and ideas in literature and media to personal experience in order to define and carry out “a life well lived”. English 12 is divided into two main topics: British Literature and independent research. Approximately the first two-thirds of the school year is spent undertaking a survey of major movements in British and European literature. The course concludes with a major research project regarding a historical event and an independent research project analyzing the work and writing style of a significant European author.

This course follows the CollegeBoard Senior English SpringBoard Curriculum, which prepares students for success in college courses. The SpringBoard activities will be supplemented with integrated material on language, grammar, and vocabulary.

Course Syllabus

Unit One: The Middle Ages
Primary Texts: The Canterbury Tales
Thematic Focus: Gender Roles
Writing Focus: Express and Reflect; Inform and Explain
Unit Two: Shakespeare
Primary Text: Macbeth
Thematic Focus: Guilt
Critical Focus: Archetypal
Writing Focus: Analyze and Interpret
Unit Three: Romanticism and Victorianism
Primary Text: Dracula by Bram Stoker
Thematic Focus: Good vs. Evil
Critical Focus: Cultural

Writing Focus: Evaluate and Judge
Unit Four: Modernism and Postmodernism
Primary Text: Never Let Me Go by Kazuo Ishiguro
Thematic Focus: Love
Critical Focus: Psychoanalytic
Writing Focus: Evaluate and Judge
Unit Five: Research Project: September 11, 2001
Primary Text: Extremely Loud and Incredibly Close by Jonathan Safran Foer
Thematic Focus: Loss
Writing Focus: Personal and Formal Analytic
Unit Six: Independent Research Project: Author Study
Primary Text: Personal choice (approved by teacher)
Unit Goals: <ul style="list-style-type: none"> • Prepare students for college reading expectations • Synthesize writing focuses into a cumulative academic writing experience

AP Language and Composition:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11

Prerequisites: Successful completion of English 10 and ability to read and write proficiently at grade level.

The AP Language and Composition course seeks to enhance students' academic writing and critical reading abilities. Students study the writing of published authors, focusing mostly on non-fiction and visual texts. In studying the form and rhetorical strategies of published writing, students gain analytical skills and better understand the writing task. Writing instruction focuses on formal and informal analytical, expository, argumentative, and reflective

writing. In addition, the course seeks to enhance students' ability to synthesize information from multiple sources into well-supported, well-organized research-based essays. Through writing and reading, students further develop their knowledge of writing conventions, stylistic techniques, organizational modes, and sentence structure. The course also requires students to obtain a college-ready vocabulary and deeper understanding of grammar. Students demonstrate their mastery of academic writing and analytical reading on the AP Language and Composition Exam, given in May. A passing score on the exam earns students college English credit.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
<p>Unit 1 <i>Introduction to AP Language, Rhetoric, and Style</i> We begin the year with an introduction to rhetorical analysis, including discussions about authors' strategies and style. Initial assignments follow on summer reading, for which students read <i>Eat, Shoots & Leaves</i>, newspaper editorials, and a choice novel. For each text we read in the unit, we examine style, grammar, and rhetoric. In this unit, students learn strategies for analysis, including keeping response journals, taking dialectical notes, and using SOAPStone. Finally, students begin classroom routines for vocabulary development, grammar lessons, and source citation.</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<p><u>Language</u> CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE 1.3.3; CE 1.3.7</p>
<p>Unit 2 <i>The Memoir</i> After introductions to the terms and process of rhetorical</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; 	<p><u>Language</u> CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p>

<p>analysis, students begin to analyze genres of non-fiction pieces, beginning with the memoir. The strong first-person narration is ripe for student connection. Using memoirs, students analyze another aspect of rhetoric, paragraph organization. During the unit, students will practice an AP Rhetorical Analysis Essay and exam-like multiple choice questions.</p>	<ul style="list-style-type: none"> • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u> CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.7; CE 1.4.4; CE 1.4.5</p>
<p>Unit 3 <i>Technology Rules Our Lives!</i> Students continue to practice the craft of analysis and to develop a discerning eye while we read essays about the effect of technology on our lives. Students are assigned a Technology Synthesis Essay, which requires them to write a research paper explaining how a certain technology affects teenagers. The essay moves through multiple drafts which receive peer and teacher review; the teacher conferences with each student multiple times through the research and drafting process.</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the 	<p><u>Language</u> CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u> CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u> CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p>

	<p>stages of the writing process;</p> <ul style="list-style-type: none"> • write thoughtfully about their own process of composition; • analyze image as text 	<p><u>Writing, Speaking, and Expressing</u></p> <p>CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.7; CE 1.4.4; CE 1.4.5</p>
<p>Unit 4 <i>Education</i> Well into the school year, students reflect on the current state of education and the historic purposes of education. As a semester review, students analyze the texts using close reading and annotation, write persuasively about education, and synthesize sources to write an essay.</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<p><u>Language</u></p> <p>CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u></p> <p>CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u></p> <p>CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u></p> <p>CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.7; CE 1.4.4; CE 1.4.5</p>
<p>Unit 5 <i>Satire and Political Writing</i> Having mastered rhetorical evaluation and close reading, students learn how writers use</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies 	<p><u>Language</u></p> <p>CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p>

<p>satire, irony, and sarcasm to make a point. Students will look for these tones in political writing as they analyze rhetoric, formulate their own opinions, and synthesize written and visual texts.</p>	<p>and techniques in their own writing;</p> <ul style="list-style-type: none"> • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<p><u>Literature and Culture</u></p> <p>CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u></p> <p>CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u></p> <p>CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE 1.3.3; CE 1.3.7</p>
<p>Unit 6 <i>Developing and Supporting an Argument with STYLE!</i> Students undertake a concentrated research assignment. Students choose current national or world issues, research the issues, and write solid, polished, persuasive essays presenting their opinions of the topics. The essay will go through multiple reviews and revisions before publication. This month-long activity includes in-class instruction on college-level research methods, thesis statements, integration of quotes, transitions, logical organization, logical fallacies,</p>	<ul style="list-style-type: none"> • apply effective strategies and techniques in their own writing; • create and sustain arguments based on readings, research, and/or personal experience; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • demonstrate understanding of the conventions of citing primary and secondary 	<p><u>Language</u></p> <p>CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u></p> <p>CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u></p> <p>CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE 2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.4; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and</u></p>

<p>MLA citations, and annotated bibliographies.</p>	<p>sources;</p> <ul style="list-style-type: none"> • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • revise a work to make it suitable for a different audience; • analyze image as text; and • evaluate and incorporate reference documents into researched papers. 	<p><u>Expressing</u></p> <p>CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.4; CE 1.3.7; CE 1.4.1; CE 1.4.2; CE 1.4.3; CE 1.4.4; CE 1.4.5; CE 1.4.6; CE 1.4.7</p>
<p>Unit 7 <i>Nature</i> Now understanding a well-constructed argument inside and out, students continue to analyze author's arguments and style. Students read essays about nature in preparation for the upcoming AP Exam. We investigate historical and recent events in nature as well as analyze the style of nature writing.</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<p><u>Language</u></p> <p>CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u></p> <p>CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u></p> <p>CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u></p> <p>CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.7; CE 1.4.4; CE 1.4.5</p>
<p>Unit 8 <i>Human Rights and Societal Issues – Local and International</i></p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an 	<p><u>Language</u></p> <p>CE 4.1.1; CE 4.1.3; CE</p>

<p>Students continue to consider the rhetoric and persuasion authors use to write about current events. In this unit, students will locate articles of their own interest as well as reading from the text. In preparation for the eminent AP Exam, students continue to write analytically and persuasively as well as synthesize visual and written texts.</p>	<p>author's use of rhetorical strategies and techniques;</p> <ul style="list-style-type: none"> • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<p>4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u></p> <p>CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u></p> <p>CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p> <p><u>Writing, Speaking, and Expressing</u></p> <p>CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.7; CE 1.4.4; CE 1.4.5</p>
<p>Unit 9 <i>Pop Culture</i></p> <p>In final preparation for the exam, students discern popular culture and its effects on society and individuals. We consider the media, pastimes, and eccentricities of Americana. We also deconstruct and categorize past AP prompts.</p>	<ul style="list-style-type: none"> • analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; • apply effective strategies and techniques in their own writing; • write for a variety of purposes; • produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence • demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own 	<p><u>Language</u></p> <p>CE 4.1.1; CE 4.1.3; CE 4.1.4; CE 4.1.5</p> <p><u>Literature and Culture</u></p> <p>CE 3.1.1; CE 3.1.4; CE 3.1.8; CE 3.2.1; CE 3.4.1</p> <p><u>Reading, Listening, and Viewing</u></p> <p>CE 2.1.2; CE 2.1.3; CE 2.1.4; CE 2.1.5; CE2.1.6; CE 2.1.7; EC 2.1.11; CE 2.2.1; CE 2.3.2; CE 2.3.7; CE 2.3.8</p>

	writings; <ul style="list-style-type: none"> • move effectively through the stages of the writing process; • write thoughtfully about their own process of composition; • analyze image as text 	<u>Writing, Speaking, and Expressing</u> CE 1.1.3; CE 1.1.4; CE 1.1.5; CE 1.1.6; CE 1.1.7; CE 1.2.3; CE 1.2.4; CE 1.3.1; CE 1.3.2; CE1.3.3; CE 1.3.7; CE 1.4.4; CE 1.4.5
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Resources/Materials

Textbook: Shea, Renee H., Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. New York: Bedford St. Martin's, 2008.

Resources and Supplements

- Atwan, Robert, ed. Fox, Steven. *Advanced Composition Skills: 20 Lessons for AP Success*. Saddlebrook, N.J.: Peoples Education, 2008
- Graff, Gerald and Cathy Birkenstein. *They Say, I Say*. New York: W. W. Norton & Company, 2007
- Truss, Lynne. *Eats, Shoots & Leaves*. New York: Gotham Books, 2003
- Walls, Jeannette. *The Glass Castle*. New York: Scribner, 2006
- Wynn Perdue, Sherry. *WriteSpace*. Oakland University, 9 July 2009. Web. 7 Sept. 2011

*** Note – this course has been audited and approved by the Advanced Placement College Board

AP LITERATURE:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 12

Prerequisites: Successful completion of English 11 or AP English Language and Composition and ability to read and write proficiently at grade level.

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well as introducing secondary critical essays for discussion and evaluation. Emphasis will be placed on thoughtful and cogent analysis of the readings using a variety of theoretical frameworks and devices.

The course is intended to provide students with an academic experience parallel to that of a college level literature course. This course will also include a writing component that focuses on expository, analytical and argumentative writing about the literature through both discussion and essay format. Students are expected to be active readers as they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion.

This course also prepares students who do all the coursework for the Advanced Placement Literature and Composition Exam administered each May. Students will read, write and discuss poetry, fiction, and drama at an advanced college level while using online resources to develop skills including sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting, and editing college-level analytical essays, preparing and writing timed essays, and advanced use and mastery of standard English.

Unit One: Literary Elements 101
Primary Texts: Invisible Man, East of Eden, Lord of the Flies, Othello (i.e. your summer reading), selected short stories (assigned in class)
Literary Analysis Topics: Character, setting, point of view, and theme
Writing and Assessments: Character profiles, AP style timed writing, Short story rewrites, Analytical essay, Unit test, Vocab quizzes
Unit Two: Literary Elements 201
Primary Texts: Selected short stories
Literary Analysis Topics: Style, tone, irony, symbolism
Writing and Assessments: AP style timed writing, Vocab quizzes
Unit Three: Literary Elements 301
Primary Texts: The Catcher in the Rye, selected short stories
Literary Analysis Topics: Analyzing the bildungsroman, symbolism
Primary Texts: Selected myths
Literary Analysis Topics: Allusions
Writing and Assessments: Vocab quizzes, Group presentations
Unit Four: Mythology 101
Primary Texts: Selected myths
Literary Analysis Topics: Allusions
Writing and Assessments: Vocab quizzes, Group presentations
Unit Five: Tragedy 101
Primary Texts: Antigone, Selected essays
Literary Analysis Topics: Elements of drama
Writing and Assessments: Synthesis essay, Vocab quizzes, Reading response journals
Unit Six: Tragedy 201
Primary Texts: Macbeth, Selected songs and short stories
Literary Analysis: Elements of drama

Writing and Assessments: Vocab quizzes, Dialectical journals
Unit Seven: Comedy 101
Primary Text: The Importance of Being Earnest
Literary Analysis Topics: Elements of comedy
Writing and Assessments: Vocab quizzes, Dialectical journals
Unit Eight: Bible 101
Primary Text: Selections from the Old and New Testament, East of Eden, Paradise Lost
Literary Analysis Topics: Biblical allusions
Writing and Assessments: Creative writing project, Vocab quizzes
Unit Nine: Poetry 101, 201, 301
Primary Texts: Selected poems
Literary Analysis Topics: TO PASS, TPCASST, Elements of poetry
Writing and Assessments: AP style multiple choice exercises, Reading response journals, Vocab quizzes
Unit Ten: The Victorian Novel 101
Primary Text: Great Expectations
Literary Analysis: Symbolism, Narration
Writing and Assessments: Personal analytic essay, Dialectical journals, Vocab quizzes
Primary Text: The French Lieutenant's Woman
Literary Analysis: Symbolism, Narration, Critiques of Victorianism
o Writing and Assessments: Formal analytic essay, Vocab quizzes
Unit Eleven: The Victorian Novel 201
o Primary Text: The French Lieutenant's Woman
o Literary Analysis: Symbolism, Narration, Critiques of Victorianism
o Writing and Assessments: Formal analytic essay, Vocab quizzes
Unit Twelve: Postmodernism 101
o Primary Text: Never Let Me Go
o Literary Analysis: Introduction to post-modernist movements in literature, Irony
o Writing and Assessments: Formal analytic essay, Vocab quizzes
Unit Thirteen: Bringing It All Together
o Primary Text: Song of Solomon
o Literary Analysis: Literary elements
o Writing and Assessments: Formal analytic essay, Vocab quizzes, AP style multiple choice exercises

SOCIAL STUDIES

At PrepNet schools, social studies courses include content standards that range from historical, geographical, civic, cultural and economic perspectives; inquiry; public discourse and decision-making; and citizen involvement. Instructors build literacy skills by introducing students to a wide variety of informational texts and constructing learning activities that require students to develop critical reading strategies, analyze primary source documents, and write expository and persuasive essays that argue positions by supporting sound reasoning with textual evidence.

Michigan Merit Curriculum Graduation Requirements – 3 credits Social Studies

WORLD HISTORY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9

Prerequisites: None

World History examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. European, Asian, Australian, African, North and South American events will be blended thematically and chronologically into lessons that show the impact on each area. The results of many of these actions will be observed and discussed concerning current events. Through readings, lectures, notes, videos, speakers, testing, discussions and projects, students are invited to gain a deeper knowledge of their world and explore how historically significant individuals may have defined “a life well lived.”

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Pre-History and Cradles of Civilization: Mesopotamia and Egypt	<ul style="list-style-type: none">• Examine the idea of the “life well lived”• Describe the foundations of civilizations and the decline of women’s status• Compare early Mesopotamia and Egyptian societies	WHG-F1
Unit 2 Cradles of Civilization: China and India	<ul style="list-style-type: none">• Describe Indian and Chinese cultures• Explain the teaching of Confucius and compare with Taoism• Compare Hinduism and Buddhism• Describe the effects of Ashoka and Shi Huangdi	WHG-F2, WHG-F3, WHG4.3.3, WHG5.1.2,
Unit 3 Classical Era:	<ul style="list-style-type: none">• Analyze the great epics of Homer• Examine the life of Alexander the Great	WHG-F3, WHG-F4, WHG4.1.1, WHG4.1.2,

Greece and Rome	<ul style="list-style-type: none"> Describe the "life well lived" according to Socrates Compare Greek city-states Athens and Sparta Analyze Rome from Republic to Empire 	WHG4.1.3, WHG4.2.2, WHG4.3.4, WHG4.3.5, WHG5.3.2,
Unit 4 Rise and Spread of Islam	<ul style="list-style-type: none"> Describe the life of Muhammad and his teachings Analyze early Islamic empires and the spread of Islamic empires to the Mediterranean and India Analyze and discuss stories from <i>One Thousand and One Nights</i> Explain the differing policies of the Mughals and Ottomans 	WHG4.1.2, WHG4.1.3, WHG4.2.1, WHG5.1.2, WHG5.3.1, WHG5.3.3,
Unit 5 Africa	<ul style="list-style-type: none"> Describe early African civilizations Understand the Kingdoms of Gold and Legend of Sundiata Describe Timbuktu 	WHG-F2, WHG-F3, WHG-F4, WHG4.1.1, WHG4.1.3, WHG4.3.1, WHG6.3.3,
Unit 6 European Middle Ages through the Scientific Revolution	<ul style="list-style-type: none"> Explain the social hierarchy in the Middle Ages Describe the power of the Church and the effects of the Crusades Compare the Renaissance, Reformation, and Scientific Revolution movements 	WHG4.2.2, WHG4.2.3, WHG4.3.5, WHG5.1.2, WHG5.3.4, WHG6.1.2,
Unit 7 Post Classical Asia	<ul style="list-style-type: none"> Describe Chinese superiority and domination Analyze and describe the Chinese dynasties: Tang, Song, Yuan, and Ming Describe Genghis Khan and his nomadic Mongol empire Examine the rise of Vietnamese and Korean civilization Describe the Japanese isolated aristocracy 	WHG4.2.2, WHG4.3.3, WHG5.3.2, WHG5.3.3, WHG5.3.4, WHG6.1.2, WHG6.3.2,
Unit 8 Foundations of the Global World	<ul style="list-style-type: none"> Describe the engineering feats of the Native Americans Explain the difference in Chinese and Japanese reactions to the West Describe the significance of the Treaty of Tordesillas Analyze the Trans-Atlantic Triangular Trade 	WHG-F2, WHG-F3, WHG4.1.1, WHG4.3.2, WHG5.2.1, WHG5.2.2, WHG5.3.2, WHG5.3.6, WHG6.1.1, WHG6.1.5, WHG6.3.2,

Unit 9 Age of Revolution	<ul style="list-style-type: none"> • Explain the role of the Enlightenment for the revolutionary spirit • Compare the Revolutions of American colonies, France, and Latin America • Describe the importance of the Industrial Revolution • Analyze the reactions to the inequalities of the Industrial Revolution 	WHG5.1.1, WHG5.2.1, WHG5.3.5, WHG5.3.6, WHG6.1.1, WHG6.1.5, WHG6.2.1, WHG6.2.3,
Unit 10 Age of Imperialism	<ul style="list-style-type: none"> • Describe the causes of Imperialism: greed, racism, and the desire for power • Explain the rise of the British Empire and its effects on Africa, India, China, and Southeast Asia • Examine Mohandas Gandhi and Nelson Mandela and their roles in peace and freedom 	WGH5.1.1, WHG5.2.1, WHG5.3.5, WHG6.1.1, WHG6.1.5, WHG6.2.1, WHG6.2.2,
Unit 11 20 th Century	<ul style="list-style-type: none"> • Describe the causes of World War I: race for imperial colonies, rise of nationalism, and militarism • Examine literature and the Great War • Describe the Treaty of Versailles and the rise of fascism • Describe the negative characteristics of World War II • Describe life postwar and the two super powers: United States and Soviet Union • Explain reasons for the fall of communism around the world 	WHG5.3.5, WHG6.1.1, WHG6.1.3, WHG6.1.4, WHG6.2.4, WHG6.3.1, WHG7.1.1, WHG7.1.2, WHG7.1.3, WHG7.1.4, WHG7.1.5, WHG7.2.1, WHG7.2.2, WHG7.2.3, WHG7.2.4, WHG7.3.1, WHG7.3.2, WHG7.3.3, WHG7.3.4, WHG7.3.5, WHG8.1.1, WHG8.1.2, WHG8.1.3, WHG8.1.4, WHG8.2.1, WHG8.2.2, WHG8.2.3

Resources/Materials

Textbook: *World History: Connections to Today* - Prentice Hall
Maps and artifacts/replicas to illustrate points in world history

Michigan High School Content Expectations & Strands

World History and Geography

WHG4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
WHG4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including: Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity
WHG4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including: land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas
WHG4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi, role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.
WHG4.2.2	Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world)
WHG4.2.3	The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5)
WHG4.3.1	Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by: comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures; using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language; analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade; analyzing the development of an organized slave trade within and beyond Africa; analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity

WHG4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples
WHG4.3.3	China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation
WHG4.3.4	The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including: the rise and decline of the Byzantine Empire; the region’s unique spatial location; the region’s political, economic, and religious transformations; emerging tensions between East and West
WHG4.3.5	Western Europe to 1500 – Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including: the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities; the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern Europe.
WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6)
WHG5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2)
WHG5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by: describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5)
WHG5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by: using historical and modern maps and other data to analyze the

	causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).
WHG5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by: using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction and analyzing the impact of the Ottoman rule
WHG5.3.2	East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by: analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society
WHG5.3.3	South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2)
WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including: Russian imperial expansion and top-down westernization/modernization; the impact of its unique location relative to Europe and Asia; the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity
WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by: explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1); analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).
WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including: the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2)

WHG6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2)
WHG6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends
WHG6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including: constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization; the global spread of major innovations, technologies, and commodities via new global networks
WHG6.1.4	Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
WHG6.1.5	Interpreting Europe's increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2)
WHG6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)
WHG6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2)
WHG6.2.3	Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by: comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements; describing the environmental impacts of industrialization and urbanization
WHG6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by: using historical and modern maps and other evidence to analyze and explain the causes and global consequences of

	nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia; describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3); analyze the responses to imperialism by African and Asian people (See 6.6.3)
WHG6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by: analyzing and explaining the impact of economic development on European society; explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase)
WHG6.3.2	East Asia – Analyze the political, economic, and social transformations in East Asia by: explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions
WHG6.3.3	Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo)
WHG7.1.1	Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens
WHG7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination)
WHG7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese (See 7.2.3)
WHG7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity
WHG7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians (See 7.2.1; 7.2.3)
WHG7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by: analyzing the causes of the war including

	nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe
WHG7.2.2	Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by: examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India
WHG7.2.3	World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by: explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) analyzing the major turning points and unique characteristics of the war (See 7.1.5); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war’s end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1)
WHG7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era (See 6.2.1)
WHG7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
WHG7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras (See 5.3.5; 7.2.3)
WHG7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210): Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle
WHG7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including: economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments

WHG7.3.5	Middle East – Analyze the political, economic, and social transformations that occurred in this era, including: the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources
WHG8.1.1	Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China
WHG8.1.2	Cold War Conflicts – Describe the major arenas of conflict, including: the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam; ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, Berlin; the arms and space race
WHG8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power
WHG8.1.4	Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states
WHG8.2.1	The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural)
WHG8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War
WHG8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict

AP WORLD HISTORY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12

Prerequisites: None

AP World History at PrepNet schools is a college level course in world history covering the period from the Neolithic Revolution to the present. Through the reading of primary-source documents and world literature, the course involves intensive study of the formulation of world cultures, paying special attention to change over time and comparing the effects of common historical phenomena on different cultures. The class has an emphasis on historical essay writing in order to prepare students to be proficient in writing essays. Students receive regular and frequent practice in and out of class writing document-based questions, change and continuities over time essays, and comparative essays. By the end of the class, students will have practiced writing and received instructor feedback and peer feedback on all AP World History Exam Free Response writing questions from 2003-2007.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Formation of Civilizations: Foundations, from 8000 BCE to 600 CE	<ul style="list-style-type: none"> • What World History is and why it matters • How World History will differ from American and European History • Definition of periodization and its role in historical narratives • How City-States arose • The changing role of women in society • The effects of the Hittites ushering in of the Iron Age • How ancient Mesopotamia literature gives insight to the ancient people in the "Land between the Rivers" • How the expanding trade and exchange of ideas between Mesopotamia civilizations • How major geographical features effect Egyptian culture • The reasons for rise and fall for Old, Middle, and New Kingdoms • Egyptian art and mythology • Early Indus Civilizations: Harappa and Mohenjo-Daro • Aryan invasion and impact on Indian society • Foundations of Hinduism and Buddhism and the difference between the two • The Laws of Manu's effect on 	WHG4.1.1, WHG4.1.2, WHG4.3.1, WHG4.3.3, WHG4.3.4, WHG4.3.5, WHG5.1.2, WHG5.3.2, WHG5.3.3, WHG5.3.4, WHG5.3.5,

	<p>women</p> <ul style="list-style-type: none"> • Gupta "Golden Age" and spread of technological innovation • Mythical foundations of "Yu the Great" and the Xia Dynasty • Impact of China's geography and isolation and impact on their civilization • The Shang Dynasty's rise to power • The Zhou rise to power, Dynastic Cycle, Mandate of Heaven, and Feudalism • Importance of Silk Road • Contrasting views of Confucius and Taoism • Early Aegean civilizations at Crete • Homer and how he influences Greek ideals • The role of women in Athens • Rise and fall of Athenian dominance • How art, theater, and philosophy shaped the Golden Age of Athens • Philip II's invasion and Alexander's conquests • The geography and early myths of Rome • The key components of the Augustan Age • Imperial unification of Rome • How Roman arts and culture shaped everyday life in Rome • The role of women in Rome through Livy's work • The slave-based economy and review the differences in life between the slaves and the free 	
<p>Unit 2 Post Classical Civilizations: 600- 1450</p>	<ul style="list-style-type: none"> • Christianity: Teachings, spread, early church organizations • Germanic invaders • German customs and society • Charlemagne and the Holy Roman Empire • Byzantine Empire • Life of Muhammad the Prophet 	<p>WHG4.1.2, WHG4.1.3, WHG4.2.1, WHG4.2.2, WHG4.2.3, WHG4.3.1, WHG4.3.2, WHG4.3.3, WHG4.3.4, WHG4.3.5, WHG5.1.1, WHG5.1.2, WHG5.2.1, WHG5.3.1,</p>

	<ul style="list-style-type: none"> • Patterns in Islamic Doctrine • The Jihad • The Caliphate • Marriage and status of women • Arts and science innovations in the Muslim world • Coming of the Turks and Mongols • Qin Emperor, and Foundation of State • Han Dynasty: Economy, government, foreign affairs • Buddhism and Chinese culture • Early Japan, Shinto • Nara-Kamakura period • Arts and culture of Japan: Buddhist evolution • Early South East Asian states • Pastoral Nomadism • Genghis Khan and the Rise of the Mongols • Empire and significance • Mongol social structure • Breakdown of empire • Geography of Russia • Mongol conquest • Rise of Ivan the Great and shaping of Moscow's power • Geography of Eastern Europe • Social Diversity: The Balkans and Jewish settlements • Early kingdoms: Poland, Hungary, and Serbia • Paleo-Indian America • The Archaic Period • Agricultural Revolution in the Americas • Early Mesoamerican civilization • Militaristic Americas • South American civilization • North Americas • African geography and climate • Early movements and peoples • Social organizations and state formation • Kingdoms of the Southern Nile • Trans-Saharan Trade • Swahili City-States 	<p>WHG5.3.2, WHG5.3.3, WHG5.3.4, WHG5.3.5, WHG5.3.6,</p>
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	<ul style="list-style-type: none"> • Great Zimbabwe • African arts • European Impressions 	
Unit 3 Emergence of the First Global Age: The World from 1450 to 1750	<ul style="list-style-type: none"> • Predecessors: Problems with the Church, 14th century disasters, state of society and work • Italian city-states • Renaissance attitude • Political economy • Arts • Church revolution • Family life and education of children • The search for spices, Portugal East and Columbus West • Traditions and culture of Pagan, Khmer, Srivijaya, and the emergence of Viet Nam • European footholds in Southeast Asia and India: Portugal and the rise of the Dutch • Encounters in East Asia: Trade with China, Korea, and Japan • Conquest in the Americas: First encounters and the Conquistadors • Mayan, Aztec, and Inca civilizations • Spanish and Portuguese colonies • Struggle for North American, European competition and impact on Native Americans • Turbulence in Africa, Atlantic Slave Trade, and Islamic Crusades, Shaka, and Zulus • Economic changes in Europe: Commercial revolution • Extending Spanish power, Phillip II, Divine Right, and the Golden Age • The French under Louis XIV • Triumph of parliament in England • Rise of Prussia and Austria, and the 30 years war • Absolute monarchy in Russia: Peter the Great and Catherine 	WHG4.1.3, WHG5.2.1, WHG5.2.2, WHG5.3.2, WHG5.3.3, WHG5.3.4, WHG5.3.5, WHG5.3.6, WHG6.1.5, WHG6.2.2,
Unit 4	<ul style="list-style-type: none"> • Philosophy in the "Age of Reason" and the spreading of 	WHG5.2.2, WHG6.1.1,

<p>Age of Revolutions: 1750 to 1914</p>	<p>enlightenment</p> <ul style="list-style-type: none"> • Relations between England and Americans and the Revolution • Life in France before and after the Revolution and the reign of Napoleon • Diplomacy and the congress of Vienna • Foundations of Industrial Age, and New Agricultural Revolution • Revolution of Transportation • Factories, life of the working class for men and women • Laissez-Faire economics • Beginning of Socialism • Serb revolt in Ottoman Empire • Spread of industry • Life of working class: pros and cons • Stock, corporations, and stock • Class struggles • Women's suffrage • Darwin's Challenge • Romanticism vs. Realism • Rise of Germany, Wars of Denmark and Austria and Franco-Prussian War • Sources of discontent • Independence for Mexico, Latin America, and South America • Art of Revolutions around the world • Haiti's struggle for independence • A Western dominated world • Partition and state of Africa • Beginning of decline in Muslim world: Muguls in India, Safiad in Iran, Ottoman in Middle East • East Indian Company and Sepoy Mutiny • China, New Imperialism and the Opium War • Modernization of Japan • Japanese reforms under Meiji • Colonization and Christian missionaries in Southeast Asia • Original peoples and civilizations in Australia and New Zealand 	<p>WHG6.1.2, WHG6.1.3, WHG6.1.4, WHG6.1.5, WHG6.2.1, WHG6.2.2, WHG6.2.3, WHG6.2.4, WHG6.3.2, WHG6.3.3, WHG7.1.1,</p>
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	<ul style="list-style-type: none"> until first encounters with English • Self-rule for Canada, Australia, and New Zealand • Economic Imperialism in Latin America • Mexico and the United States, effects of the Civil War and Monroe Doctrine • Cultural impacts of Imperialism 	
Unit 5 A Technological Age: The World from 1914	<ul style="list-style-type: none"> • Setting the stage for war: Aggressive Nationalism, Rivalries, and Alliances • Initial conflicts • New technologies of war • Winning the war • Impact on social life and women • March and November Revolutions 1914 and 1917 • Bolsheviks • Russian Civil War • From Lenin to Stalin • Life in a Totalitarian State • Relationship of Literature to war • Great Depression • Rise of Nazis, Japan, and Spanish Civil War • Axis advancements • Allied success • Victory and transition to Cold War • National movements in the Middle East and Africa to present • Stalin to Gorbachev to Putin and Eastern European ethnic tensions • Revolutions in Latin America • Rise of communism in Asia • Evolutions of China • India gains self-rule • Civil Rights around the world • Environmental concerns 	WHG6.1.1, WHG6.1.2, WHG6.1.3, WHG6.1.4, WHG6.2.3, WHG6.2.4, WHG6.3.1, WHG6.3.2, WHG6.3.3, WHG7.1.1, WHG7.1.2, WHG7.1.3, WHG7.1.4, WHG7.1.5, WHG7.2.1, WHG7.2.2, WHG7.2.3, WHG7.2.4, WHG7.3.1, WHG7.3.2, WHG7.3.3, WHG7.3.4, WHG7.3.5, WHG8.1.1, WHG8.1.2, WHG8.1.3, WHG8.1.4, WHG8.2.1, WHG8.2.2, WHG8.2.3

Resources/Materials

Textbook: *World History: Connections to Today* – Prentice Hall
Maps and artifacts/replicas to illustrate points in world history

Additional teacher resources:

Augustine of Hippo. *The City of God*. 430 AD.

Braudel, Fernand. *The Mediterranean World*, trans. Sian Reynolds. 1966.

Christie, Neil. *The Roman Empire*. New York: Oxford University Press. 2001.

CollegeBoard. *Best Practices: AP World History*. 2002.

Coogan, Michael. *World Religions*. London: Duncan Baird Publishers. 1998.

Gibbon, Edward. *The Decline and Fall of the Roman Empire*. 1776-1781.

Grandin, Greg. *Empire's Workshop: Latin America, the United States and the Rise of New Imperialism*. New York: Owl Books. 2006.

Hiriyanna, Mysore. *The Essentials of Indian Philosophy*. London: Allen and Unwin. 1960.

Horner, I.B. *Women Under Primitive Buddhism: Laywomen and Almswomen*. 1931.

Howe, Helen. *The Ancient World*. White Plains: Longman. 1992.

McCarthy, Justin. *The Ottoman Peoples and the End of Empire*. New York: Oxford University Press. 2001.

Melville, Charles. *The Mongol Empire*. New York: Oxford University Press. 2001.

Reader, Ian. *Religion in Contemporary Japan*. Honolulu: University of Hawaii. 1991.

Said, Edward. *Covering Islam*. New York: Pantheon Books. 1981.

Strudwick, Helen. *The Encyclopedia of Ancient Egypt*. London: Amber Books. 2006.

Michigan High School Content Expectations & Strands

World History and Geography	
WHG4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
WHG4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including: Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity
WHG4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including: land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas
WHG4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi, role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World

	including Christianity.
WHG4.2.2	Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world)
WHG4.2.3	The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5)
WHG4.3.1	Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by: comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures; using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language; analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade; analyzing the development of an organized slave trade within and beyond Africa; analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity
WHG4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples
WHG4.3.3	China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation
WHG4.3.4	The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including: the rise and decline of the Byzantine Empire; the region’s unique spatial location; the region’s political, economic, and religious transformations; emerging tensions between East and West
WHG4.3.5	Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including: the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities; the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern

	Europe.
WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6)
WHG5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2)
WHG5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by: describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5)
WHG5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by: using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).
WHG5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by: using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction and analyzing the impact of the Ottoman rule
WHG5.3.2	East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by: analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society
WHG5.3.3	South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2)

WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including: Russian imperial expansion and top-down westernization/modernization; the impact of its unique location relative to Europe and Asia; the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity
WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by: explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1); analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).
WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including: the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2)
WHG6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2)
WHG6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends
WHG6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including: constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization; the global spread of major innovations, technologies, and commodities via new global networks
WHG6.1.4	Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
WHG6.1.5	Interpreting Europe’s increasing Global Power – Describe Europe’s increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external

	to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2)
WHG6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)
WHG6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2)
WHG6.2.3	Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by: comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements; describing the environmental impacts of industrialization and urbanization
WHG6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by: using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia; describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3); analyze the responses to imperialism by African and Asian people (See 6.6.3)
WHG6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by: analyzing and explaining the impact of economic development on European society; explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase)
WHG6.3.2	East Asia – Analyze the political, economic, and social transformations in East Asia by: explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions
WHG6.3.3	Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo)
WHG7.1.1	Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies,

	and other social environments, including its impact of the daily lives of their citizens
WHG7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination)
WHG7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese (See 7.2.3)
WHG7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity
WHG7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians (See 7.2.1; 7.2.3)
WHG7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by: analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe
WHG7.2.2	Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by: examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India
WHG7.2.3	World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by: explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) analyzing the major turning points and unique characteristics of the war (See 7.1.5); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) describing the emergence of the United

	States and the Soviet Union as global superpowers (See 7.1.5; 8.1)
WHG7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era (See 6.2.1)
WHG7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
WHG7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras (See 5.3.5; 7.2.3)
WHG7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210): Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle
WHG7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including: economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments
WHG7.3.5	Middle East – Analyze the political, economic, and social transformations that occurred in this era, including: the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources
WHG8.1.1	Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China
WHG8.1.2	Cold War Conflicts – Describe the major arenas of conflict, including: the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam; ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, Berlin; the arms and space race
WHG8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power
WHG8.1.4	Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states
WHG8.2.1	The Legacy of Imperialism – Analyze the complex and changing legacy of

	imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural)
WHG8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War
WHG8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict

CIVICS:

Course Description

Course Length: 1 semester

Credits: .5

Recommended Grade Levels: 10

Prerequisites: None

Civics examines the political philosophy, constitutional principles and practices, institutions, and participants of government in America. Through readings, lectures, notes, videos, speakers, testing, discussions and projects, students are invited to gain a deeper knowledge of their country's government and their own civic responsibilities.

Course Syllabus

Units of Instruction	Essential Questions	HSCEs Covered
Unit 1 U.S. Foundations and Political Philosophy	<ul style="list-style-type: none"> • What is government? • Do we need government? • What are the foundational ideas that political philosophers (Hobbes, Locke, Adam Smith) have articulated regarding the necessity and the role of government? • What is the difference between a moral argument and a pragmatic argument and why are they both important? • What were the political ideas that fueled the American Revolution? • What principles are articulated in 	C6.2.9 C6.2.1 C5.4.3 C5.4.1 C2.2.1 C2.1.3 C2.1.1 C1.1.2 C 1.1.1 C1.1.3

	<p>the Declaration of Independence?</p> <ul style="list-style-type: none"> • What is the truth about the religious beliefs of the founding fathers and what role did they believe religion should play in civic life? • Why did emphasis shift from Locke to Montesquieu between the 1770s and 1780s? 	
<p>Unit 2 The U.S. Constitution</p>	<ul style="list-style-type: none"> • What were the circumstances surrounding the Constitutional Convention of 1787, and how might some view the actions of the delegates as a <i>coup d'etat</i>? • What are the various compromises that the delegates achieved at the convention? • How can we best understand the contradiction between slavery and the political principles of individual liberty that the founders advanced? • What is the difference between rule of law and rule of man? • What is federalism and how does it help preserve liberty by diffusing, checking and balancing power? • What is the purpose of checks and balances and how does the separation of powers serve these ends? • What is the difference between a democracy and a republic? • What is the reasoning behind the two different views of the Constitution--whether it's a legal contract or a living, breathing document? • Who were the federalists and the antifederalists, and what role did the Bill of Rights play in ratification of the Constitution? • How do we go about amending the Constitution if we want to change something in it? • How did the early Supreme Court cases <i>Marbury v. Madison</i> and 	<p>C5.4.2 C4.2.6 C3.5.8 C3.4.2 C3.4.1 C3.3.7 C3.3.3 C3.3.2 C3.3.1 C3.2.5 C3.2.3 C3.2.2 C3.2.1 C3.1.7 C2.1.3 C2.1.2 C1.2.4 C1.2.3 C1.2.2 C1.2.1</p>

	<i>McCullough v. Maryland</i> determine the balance of powers in our political system?	
Unit 3 Rights and the Bill of Rights	<ul style="list-style-type: none"> • What are the natural limitations on the exercise of our rights? • What is the difference between a right and a privilege? • Why was religious freedom so important to the founders? What founding father quotes and Supreme Court cases have upheld the free exercise of religion? • How did the <i>Lemon</i> and <i>Engel</i> cases further separate church and state? • Why is freedom of speech so important? Are there legitimate limitations on freedom of speech? • What is the Second Amendment and what are the controversies over the subject of gun rights? • What are: <i>habeas corpus</i>, miranda warnings, pleading the fifth, due process, double jeopardy, probable cause, bills of attainder and ex post facto laws? • What was decided in <i>Roe v. Wade</i>? • What are all of the rights listed in the Bill of Rights? 	C6.2.10 C6.2.5 C6.1.3 C5.5.3 C5.5.2 C5.5.1 C5.3.9 C5.3.7 C5.3.6 C5.3.5 C5.3.4 C5.3.3 C5.3.2 C5.3.1 C3.4.4 C3.4.3 C3.2.4 C2.1.3 C2.1.1
Unit 4 Congress	<ul style="list-style-type: none"> • Why is speaking about liberty and civic activism important? • How does one apply the principles of America's founding to current events? • How does one deliver a good persuasive speech? • Why is Congress known as the "people's branch?" Given this fact, why was more power given to Congress than the other two branches? • What is the difference between the delegate and the trustee model of representation? 	C4.1.2 C4.1.1 C3.1.1

	<ul style="list-style-type: none"> • What are all of the relevant facts and figures about the composition of the two houses of congress, their representatives, their leadership, the terms of the members of congress, the different powers each house has, and the committees where legislative work is done? 	
Unit 5 The Presidency	<ul style="list-style-type: none"> • What are the requirements for becoming president? • How has the power and prestige of the presidency changed over time? • How did Gerald R. Ford become president? • What are the different roles that the president plays? • What are the key advisory positions that surround the president? 	C6.2.8 C4.1.2 C3.1.5 C3.1.2
Unit 6 The Judiciary	<ul style="list-style-type: none"> • Who are the current members of the Supreme Court? • What are the three levels in our federal court system and who/what established each of them? • Why are judges supposed to be immune from politics? Are they really politically neutral? • How has the power and prestige of the Supreme Court changed over time? • How is a new justice added to the Supreme Court? • What are the mechanics of the court (i.e. chief justice/associate justices, majority/dissenting/concurring opinions)? • What is an <i>amicus curiae</i> brief and what does <i>stare decisis</i> mean? 	C3.4.5 C3.1.5 C3.1.3
Unit 7	<ul style="list-style-type: none"> • What are the various forms of 	C5.2.3 C5.2.2 C5.2.1

<p>Budgets, Immigration, and the Legislative Process</p>	<p>federal revenue?</p> <ul style="list-style-type: none"> • What are the national debt, the deficit, social security and Medicare, and what is the problem with the government's books that is emerging as the baby boomers retire? • What is the <u>bureaucracy</u> and what is it comprised of? Why is it called the "fourth branch of government"? • How does a bill become a law? • What kinds of residents are there in America? How does one become a citizen? 	<p>C5.1.2 C5.1.1 C3.1.6 C3.1.5 C3.1.4</p>
<p>Unit 8 Processes, Policies, and Participants of Politics in America</p>	<ul style="list-style-type: none"> • What are public opinion, the public agenda, and political socialization, why are they important, and how are they shaped? • How is public opinion assessed through scientific polls? What kinds of polls aren't scientific? • What are interest groups and what role do they play in the political process? • What is suffrage and how has it changed over time? To what extent to Americans exercise their right to vote? • What is the difference between a Democrat and a Republican? What are the four ideologies? • What are the important facets of a campaign and why do incumbents have an advantage? • What are the steps leading up to the president taking office including the primaries, the party convention and the general election? • How does the Electoral College work? • What are the basics of state and local government including political offices, direct democracy and forms of revenue? 	<p>C6.2.11 C6.2.3 C6.1.5 C6.1.2 C6.1.1 C5.3.8 C4.2.3 C4.2.4 C4.2.1 C4.1.4 C4.1.3 C3.5.9 C3.5.7 C3.5.6 C3.5.5 C3.5.4 C3.5.3 C3.5.2 C3.5.1 C3.3.6 C3.3.5 C3.3.4 C2.2.5 C2.2.2 C2.1.4 C1.1.4</p>

Resources/Materials

Textbook: *ThisNation.com* online textbook, Jonathan Mott, Ph.D.

Michigan High School Content Expectations & Strands

Civics	
C 1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.
	C1.1.2 Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."
C1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
C1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)
C1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, Communist, socialist, and theocratic states.
C1.2.2	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
C1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
C1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)
C2.1.1	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 (the 10th, 14th, 51st), John Locke's <i>Second Treatise</i> , Montesquieu's <i>Spirit of Laws</i> , Paine's <i>Common Sense</i> .
C2.1.2	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.
C2.1.3	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.
C2.1.4	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. (See 4.1.3; 5.3.6)
C2.2.1	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).
C2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
C2.2.3	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
C2.2.4	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). (See USHG F1.1; 8.3.2; 9.2.2)
C2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)
C3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
C3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
C3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
C3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal

	Communications Commission). (See USHG 6.3.2)
C3.1.5	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
C3.1.6	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.
C3.1.7	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.
C3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
C3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., <i>Marbury v. Madison</i> , <i>Gibbons v. Ogden</i> , <i>McCulloch v. Maryland</i>).
C3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.
C3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
C3.2.5	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. (See USHG F1.1)
C3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
C3.3.2	Identify and define states' reserved and concurrent powers.
C3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
C3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
C3.3.5	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).
C3.3.6	Evaluate the major sources of revenue for state and local governments.
C3.3.7	Explain the role of state constitutions in state governments.
C3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like <i>Marbury v. Madison</i> and <i>U.S. v. Nixon</i> ; practices such as submitting bills to legal counsel to ensure congressional compliance

	with the law). (See USHG F1.1, 8.2.4)
C3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
C3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
C3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).
C3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
C3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
C3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)
C3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
C3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.
C3.5.5	Evaluate the actual influence of public opinion on public policy.
C3.5.6	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
C3.5.7	Explain the role of television, radio, the press, and the internet in political communication.
C3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
C3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.
C4.1.1	Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).

C4.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
C4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).
C4.1.4	Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)
C4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)
C4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)
C4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
C4.2.4	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
C4.2.5	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).
C4.2.6	Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).
C5.1.1	Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
C5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.
C5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
C5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.

C5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
C5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
C5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).
C5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
C5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
C5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.
C5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
C5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
C5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
C5.3.9	Use examples to explain why rights are not unlimited and absolute.
C5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
C5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
C5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.
C5.5.1	Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).
C5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs;

	patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).
C5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.
C6.1.1	Identify and research various viewpoints on significant public policy issues.
C6.1.2	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).
C6.1.3	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.
C6.1.4	Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
C6.1.5	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.
C6.2.1	Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).
C6.2.2	Distinguish between and evaluate the importance of political participation and social participation.
C6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
C6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.

C6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
C6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
C6.2.7	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.
C6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
C6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.
C6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.
C6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

ECONOMICS:

Course Description

Course Length: 1 semester

Credits: .5

Recommended Grade Levels: 10

Prerequisites: None

Economics examines money, prices, trade, goods, and services from the most micro-level (personal finance) through microeconomics, macroeconomics, and finally to the international level. Economic systems, entrepreneurship, wise financial skills, and fiscal/monetary policy are all integrated into the course. Current economic events are continually woven into each unit of study. Through readings, lectures, notes, videos, speakers, testing, discussions and projects, students are invited to gain a deeper knowledge of the economic world and explore how Economics plays a central part of their lives.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Introduction to Market Economics	<ul style="list-style-type: none"> Why is Economics the primary, most fundamental social science? What are the dynamics of free exchange in a free society? How does the division of labor 	E 1.1.1 E1.2.3 E1.4.2 E1.4.3 E1.4.4 E2.2.5 E3.1.7 E4.1.1

	<p>(through comparative advantage) create a productive society?</p> <ul style="list-style-type: none"> • What is capital and what is its function? • What are the principles of free market capitalism? 	
<p>Unit 2 Prices, Supply, and Demand in a Market Economy</p>	<ul style="list-style-type: none"> • What are demand, supply, the law of demand and the law of supply? • What are the factors that impact demand? What are the factors that impact supply? • What are equilibrium price and equilibrium quantity? • How does a price floor or a price ceiling disrupt the market? • When various events occur in the market for a given product to change the dynamic of supply and demand for that product, how does this impact the market price and the quantity of that product that will be sold? • What is the relationship between consumer demand, prices, and profits? 	<p>E1.2.2 E1.3.1 E1.3.2 E1.3.3</p>
<p>Unit 3 Understanding America's Economy and the Government's Impact on it.</p>	<ul style="list-style-type: none"> • Who are the key players in the "circular flow" of our economy and what are their relationships? • How do we measure the wealth and the economic health of a nation? • What were the theories and government policy prescriptions advocated by John Maynard Keynes? How does Keynesian fiscal policy work? How does Keynesian monetary policy work (including money, banking and the operations of the Federal Reserve)? • What is the Austrian theory of the business cycle and how do Hayek, Mises and others critique Keynesian economic stimulus? • What is the relationship between taxation, government spending, public works/job creation, public 	<p>E1.2.1 E1.4.1 E2.1.1 E2.1.2 E2.1.3 E2.1.4 E2.1.5 E2.1.6 E2.1.7 E2.1.8 E2.2.1 E2.2.2 E2.2.3 E2.2.4 E3.1.4</p>

	<p>debt, and the private sector?</p> <ul style="list-style-type: none"> • What is the economic impact of bailouts or government supports of various industries? 	
<p>Unit 4 Economic Systems</p>	<ul style="list-style-type: none"> • What are the three economic questions that every society must answer? • What are the various economic systems and where do they lie on an economic spectrum of government involvement in the economy? • Who was Adam Smith, when, where and what did he write, and what major principles did he advocate? • Who was Karl Marx, when, where and what did he write, what was his analysis of history, and what was his prediction about the future? • How are the three economic questions answered in a free market economy? How are the three economic questions answered in a command economy? • What are the relative merits and virtues of a market economy versus those of a command economy? 	E1.4.5 E3.1.1 E3.1.5
<p>Unit 5 International Economics</p>	<ul style="list-style-type: none"> • What are the concerns about America's sovereign debt, future entitlement spending, market for treasuries, and the value of the currency? • How are the various manifestations of globalization and the economic changes of the 21st century impacting the world in which students will compete for jobs and business? • How does free trade among nations work similarly to free exchange within a nation to create growth across the global economy? • How do protectionist tariffs and 	E2.1.9 E3.1.2 E3.1.3 E3.1.6 E3.2.2 E3.2.3 E3.2.4 E3.2.5

	import quotas impact economic growth?	
Unit 6 Entrepreneurship	<ul style="list-style-type: none"> • What are the knowledge and skills necessary for successful entrepreneurship? • How does one take existing knowledge, skills, interests, talents and passions, combine them with acquired knowledge of business, and create a profitable enterprise? 	E1.1.2 E4.1.2
Unit 7 Personal Finance	<ul style="list-style-type: none"> • What are the essentials of saving and investing? What is it important to save and invest? How does compound interest work? What kinds of things should we save for? • What are the dangers of debt? What is the purpose of credit? What is the difference between credit and a credit score? How do we become savvy and aware consumers? What are the practices and laws surrounding collections practices? What are the best ways to pay for college? • What is the purpose of a budget and how does one practice budgeting and balancing of a checkbook? How does one practice bargain shopping? What are the different personalities with money, and how do we best relate with money given our personality? • How does one choose a career? What is the purpose of a second job? How does one manage risk with insurance? What are the basics of real estate and mortgages? • What is the difference between how the wealthy think about and relate with money and business versus how the lower and middle classes think about and relate with money? 	E4.1.3 E4.1.4 E4.1.5 E4.1.6

Resources/Materials

Textbooks: *Economics in One Lesson*, Henry Hazlitt; *Rich Dad, Poor Dad*, Robert Kiyosaki;
Various online resources including economic news articles

Michigan High School Content Expectations & Strands

Economics	
E 1.1.1	Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.
E1.1.2	Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.
E1.2.1	Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.
E1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.
E1.2.3	Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.
E1.3.1	Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.
E1.3.2	Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.
E1.3.3	Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.
E1.4.1	Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.
E1.4.2	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.
E1.4.3	Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that

	revenue for public services (e.g., parks and highways).
E1.4.4	Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.
E1.4.5	Economic Incentives and Government – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.
E2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.
E2.1.2	Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and nongovernment agencies in the economy of the United States.
E2.1.3	Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.
E2.1.4	Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.
E2.1.5	Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth
E2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.
E2.1.7	Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.
E2.1.8	Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.
E2.1.9	American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (<i>National Geography Standard 11, p. 206</i>)
E2.2.1	Federal Government and Macroeconomic Goals – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

E2.2.2	Macroeconomic Policy Alternatives – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.
E2.2.3	Fiscal Policy and its Consequences – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
E2.2.4	Federal Reserve and Monetary Policy – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.
E2.2.5	Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).
E3.1.1	Major Economic Systems – Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations). (<i>National Geography Standard 11, p. 206</i>)
E3.1.2	Developing Nations – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations. (<i>National Geography Standards 1 and 4, pp. 184 and 190</i>)
E3.1.3	International Organizations and the World Economy – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe. (<i>National Geography Standard 11, p. 206</i>)
E3.1.4	GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living. (<i>National Geography Standard 11, p. 206</i>)
E3.1.5	Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. (<i>National Geography Standard 11, p. 206</i>)
E3.1.6	Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. (<i>National Geography Standard 11, p. 206</i>)
E3.1.7	Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation

	or locale versus another. (<i>National Geography Standard 11, p. 206</i>)
E3.2.2	Domestic Activity and World Trade – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. (<i>National Geography Standard 11, p. 206</i>)
E3.2.3	Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. (<i>National Geography Standard 11, p. 206</i>)
E3.2.4	Monetary Policy and International Trade – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade. (<i>National Geography Standard 13, p. 210</i>)
E3.2.5	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry. (<i>National Geography Standard 13, p. 210</i>)
E4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.
E4.1.2	Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.
E4.1.3	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.
E4.1.4	Key Components of Personal Finance – Evaluate key components of personal finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.
E4.1.5	E4.1.5 Personal Decisions – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.
E4.1.6	E4.1.6 Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).

AP US Government and Politics:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10, 11, 12

Prerequisites: None

AP US Government and politics at PrepNet schools is a college level survey course of US Government and Politics that focuses on the dynamics of politics in America, the founding principles, the Constitution, the governmental institutions and public policy. The class curriculum is developed from textbook readings, primary source readings, and past AP exams. Thus, the most important skills in AP Government are reading, dissecting, studying, and mastering college level texts and preparing for college level tests. Periodic practice on writing AP Exam-style free response questions will also be a common occurrence. The course culminates with the AP Exam at the beginning of May, which is an opportunity for students to earn college credit for their diligent and disciplined work.

Textbook: Wilson, Dilulio. *American Government, Eleventh Ed.* Houghton Mifflin: Boston, 2008

Other Sources:

A wide range of other sources are used throughout the course, with a focus being on current event news articles and videos and how they relate to the content being studied. Often pulled articles and videos come from CNN, FoxNews, The Huffington Post, The New York Times and many others.

Course Syllabus

Units of Instruction	Learner Objectives	CA's Covered (AP College Board)
Unit 1: Introduction to US Government and Politics	<ul style="list-style-type: none"> • What is Political Power? • What is Democracy? • Is Representative Democracy Best? • How is Power Distributed in a Democracy? • How is Political Power Distributed? • Is Democracy Driven by Self-Interest? • What Explains Political Change? • The Nature of Politics 	CA.I.E CA.IV.A CA.I.D
Unit 2: Constitution, Civil Liberties and Civil Rights	<ul style="list-style-type: none"> • The Problem of Liberty • The Constitutional Convention • The Challenge • The Constitution and Democracy • The Constitution and Liberty • The Motives of the Framers • Constitutional Reform: Modern View • Culture and Civil Liberties • Interpreting and Applying the First Amendment • What Is Speech? • Who Is a Person? • Church and State • Crime and Due Process • The Black Predicament 	CA. I.A CA.I.B CA.I.C CA.I. D CA.I.E CA.VI.A CA.VI.B CA.VI.C

	<ul style="list-style-type: none"> • The Campaign in the Courts • Brown v. Board of Education • The Campaign in Congress • Women and Equal Rights • Affirmative Action • Gays and the Constitution 	
Unit 3: Political Culture and Federalism	<ul style="list-style-type: none"> • Why "Federalism" Matters • Governmental Structure • The Founding • The Debate on the Meaning of Federalism • Federal-State Relations • Federal Aid and Federal Control • A Devolution Revolution? • Congress and Federalism • Political Culture • Comparing America with Other Nations • The Sources of Political Culture • Mistrust of Government • Political Tolerance 	CA. I.A CA. I.D CA.V.E.1 CA.V.E.6 CA.IV.C.5 CA.II.A CA.II.B CA.II.C CA.II.D
Unit 4: Public Opinion and Participation	<ul style="list-style-type: none"> • Public Opinion and Democracy • What Is Public Opinion? • Political Socialization: The Family • Cleavages in Public Opinion • Political Ideology • Political Elites, Public Opinion, and Public Policy • A Closer Look at Nonvoting • The Rise of the American Electorate • Who Participates in Politics? 	CA.II.A CA.II.B CA.II.C CA.II.D CA.II.E CA.V.B CA.V.E.2 CA.V.E.4 CA.V.E.6
Unit 5: Political Parties and Campaigns/Elections	<ul style="list-style-type: none"> • Parties—Here and Abroad • The Rise and Decline of the Political Party • The National Party Structure Today • State and Local Parties • The Two-Party System • Minor Parties • Nominating a President • Parties Versus Voters • Campaigns, Then and Now • Presidential Versus Congressional Campaigns • Primary Versus General Campaigns • Money • What Decides the Election? 	CA.III.A.1 CA.III.A.2 CA.III.A.3 CA.III.A.4 CA.III.A.5 CA.III.B.3 CA.III.B.4 CA.IV.C.1

	<ul style="list-style-type: none"> • The Effects of Elections on Policy 	
Unit 6: The Judicial Branch	<ul style="list-style-type: none"> • The Development of the Federal Courts • The Structure of the Federal Courts • The Jurisdiction of the Federal Courts • Getting to Court • The Supreme Court in Action • The Power of the Federal Courts • Checks on Judicial Power 	CA.VI.A CA.VI.B CA.VI.C CA.IV.A CA.IV.B CA.IV.C.1 CA.IV.C.2 CA.IV.C.3 CA.IV.C.4 CA.IV.C.5 CA.IV.C.6
Unit 7: Media and the Presidency	<ul style="list-style-type: none"> • Journalism in American Political History • The Structure of the Media • Rules Governing the Media • Are the National Media Biased? • Government and the News • Presidents and Prime Ministers • Divided Government • The Evolution of the Presidency • The Powers of the President • The Office of the President • Who Gets Appointed • Presidential Character • The Power to Persuade • The Power to Say No • The President's Program • Presidential Transition • How Powerful Is the President? 	CA.III.C.1 CA.III.C.2 CA.III.C.3 CA.IV.A CA.IV.B CA.IV.C.1 CA.IV.C.2 CA.IV.C.3 CA.IV.C.4 CA.IV.C.5 CA.IV.C.6
Unit 8: Congress, Bureaucracy and Special Interests Groups	<ul style="list-style-type: none"> • Congress Versus Parliament • The Evolution of Congress • Who Is in Congress? • Do Members Represent Their Voters? • A Polarized Congress • The Organization of Congress: Parties and Caucuses • The Organization of Congress: Committees • The Organization of Congress: Staff and Specialized Offices • How a Bill Becomes Law 	CA.IV.A CA.IV.B CA.IV.C.1 CA.IV.C.2 CA.IV.C.3 CA.IV.C.4 CA.IV.C.5 CA.IV.C.6 CA.V.E.3

	<ul style="list-style-type: none"> • Reducing Power and Perks • The Post-9/11 Congress • Distinctiveness of the American Bureaucracy • Proxy Government • The Growth of the Bureaucracy • The Federal Bureaucracy Today • Congressional Oversight • Bureaucratic "Pathologies" • Reforming the Bureaucracy • Explaining Proliferation • The Birth of Interest Groups • Kinds of Organizations • Interest Groups and Social Movements • Funds for Interest Groups • The Problem of Bias • The Activities of Interest Groups • Regulating Interest Groups 	
<p>Unit 9: Politics and Public Policy</p>	<ul style="list-style-type: none"> • Setting the Agenda • Making a Decision • Majoritarian Politics: Distributed Benefits, Distributed Costs • Interest Group Politics: Concentrated Benefits, Concentrated Costs • Client Politics: Concentrated Benefits, Distributed Costs • Entrepreneurial Politics: Distributed Benefits, Concentrated Costs • The Case of Business Regulation • Perceptions, Beliefs, Interests, and Values • How Reliable Are Projections About The Future? • The Politics of Economic Prosperity • The Politics of Taxing and Spending • Economic Theories and Political Needs • The Machinery of Economic Policy Making • Spending Money • The Budget • Reducing Spending 	<p>CA.V.A CA.V.B CA.V.C CA.V.D CA.V.E.1 CA.V.E.2 CA.V.E.3 CA.V.E.4 CA.V.E.5 CA.V.E.6</p>

	<ul style="list-style-type: none"> • Levying Taxes • Two Kinds of Welfare Programs • Social Welfare in the United States • Majoritarian Politics Versus Client Politics 	
Unit 10: Foreign and Environmental Policies	<ul style="list-style-type: none"> • Kinds of Foreign Policy • The Constitutional and Legal Context • The Machinery of Foreign Policy • Foreign Policy and Public Opinion • Cleavages Among Foreign Policy Elites • The Use of Military Force • The Defense Budget • The Structure of Defense Decision-Making • The New Problem of Terrorism • Entrepreneurial Politics: Global Warming • Majoritarian Politics: Pollution from Automobiles • Interest Group Politics: Acid Rain • Client Politics: Agricultural Pesticides • The Environmental Uncertainties 	CA.V.A CA.V.B CA.V.C CA.V.D CA.V.E.1 CA.V.E.2 CA.V.E.3 CA.V.E.4 CA.V.E.5 CA.V.E.6

College Board AP Content Area Curriculum Outline

Content Area (CA)	Percent of AP Test
I . Constitutional Underpinnings of United States Government A . Considerations that influenced the formulation and adoption of the Constitution B . Separation of powers C . Checks and balances D . Federalism E . Theories of democratic government	5–15%
II . Political Beliefs and Behaviors A . Beliefs that citizens hold about their government and its leaders	10–20%

<ul style="list-style-type: none"> B . Processes by which citizens learn about politics C . The nature, sources, and consequences of public opinion D . The ways in which citizens vote and otherwise participate in political life E . Factors that influence citizens to differ from one another in terms of political beliefs and behavior 	
<p>III . Political Parties, Interest Groups, and Mass Media</p> <ul style="list-style-type: none"> A . Political parties and elections <ul style="list-style-type: none"> 1 . Functions 2 . Organization 3 . Development 4 . Effects on the political process . 5 . Electoral laws and system B . Interest groups, including political action committees (PACs) <ul style="list-style-type: none"> 1 . The range of interests represented 2 . The activities of interest groups 3 . The effects of interest groups on the political process 4 . The unique characteristics and roles of PACs in the political process C . The mass media <ul style="list-style-type: none"> 1 . The functions and structures of the news media 2 . The impacts of the news media on politics 3 . The news media industry and its consequence 	10–20%
<p>IV . Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts</p> <ul style="list-style-type: none"> A . The major formal and informal institutional arrangements of power B . Relationships among these four institutions and varying balances of power C . Linkages between institutions and the following: <ul style="list-style-type: none"> 1 . Public opinion and voters 2 . Interest groups 3 . Political parties 4 . The media 5 . State and local governments 	35–45%
<p>V . Public Policy</p> <ul style="list-style-type: none"> A . Policymaking in a federal system B . The formation of policy agendas C . The role of institutions in the enactment of policy D . The role of the bureaucracy and the courts in policy 	5–15%

implementation and interpretation E . Linkages between policy processes and the following: 1 . Political institutions and federalism 2 . Political parties 3 . Interest groups 4 . Public opinion 5 . Elections 6 . Policy network	
VI . Civil Rights and Civil Liberties A . The development of civil liberties and civil rights by judicial interpretation B . Knowledge of substantive rights and liberties C . The impact of the Fourteenth Amendment on the constitutional development of rights and liberties	5–15%

United States History:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11

Prerequisites: None

To prepare you to learn in and contribute to an information-oriented world, this yearlong course will provide a detailed overview of United States history from the country's beginnings to the post–World War II era. Students will study the forging of the new nation, the sectional conflicts that nearly tore it apart, and the Civil War and Reconstruction. Students will learn about nineteenth-century industrialization and urbanization, the growth of the West and the “New South,” and political efforts to reform capitalism. They will also analyze the effects of the Great Depression and the New Deal, the Cold War and the United States’ role as a world power, and more recent challenges such as movements for equality, environmental issues, and global terrorism. Through readings, lectures, notes, videos, speakers, testing, discussions, and projects, students are invited to gain a deeper knowledge of their history and the individuals that helped to define it.

Course Syllabus

Units of Instruction	Learners Objectives	HSCEs Covered
Unit 1 Exploration and Colonization	<ul style="list-style-type: none"> Identify the reasons for colonization, evaluate 	B.1 (ACT Quality Core Standard)

	<p>its impact , and analyze the success or failure of settlements in North America.</p> <ul style="list-style-type: none"> • Analyze religious developments and its significance in colonial America. • Describe significant aspects of the variety of social structures of colonial America. • Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America. • Explain the origins and development of colonial governments. 	
<p>Unit 2 Creating a Nation</p>	<ul style="list-style-type: none"> • Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence. • Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war. • Identify the impetus for the Constitutional Convention, and analyze the events and outcomes of the Convention. • Interpret the ideas and principles expressed in the Constitution. • Explain the 	<p>B.1 (ACT Quality Core Standard)</p>

	<p>development of the Bill of Rights, and assess various debates of the day.</p> <ul style="list-style-type: none"> • Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century. 	
<p>Unit 3 Antebellum America</p>	<ul style="list-style-type: none"> • Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century. • Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century. • Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century. • Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. • Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society. • Identify the major characteristics of the abolition movement in the antebellum period, its achievements, 	<p>B.1 (ACT Quality Core Standard) B.2 (ACT Quality Core Standard)</p>

	<p>failures, and Southern opposition to it.</p> <ul style="list-style-type: none"> Analyze the women's rights and suffrage movements and the impact of women on other reform movements in the antebellum period. Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period. 	
<p>Unit 4 Civil War and Reconstruction</p>	<ul style="list-style-type: none"> Identify and analyze the technological, social, and strategic aspects of the Civil War. Explain the influence of Abraham Lincoln's philosophy of the Union and his executive actions and leadership on the course of the Civil War. Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States. 	B.3 (ACT Quality Core Standard)
<p>Unit 5 Industrialization and Urbanization in the North and East: The Benefits and Costs of Modernization</p>	<ul style="list-style-type: none"> Evaluate the impact of new inventions and technologies of the late nineteenth century Identify and evaluate the influences on 	<p>USHG-6.1.1 USHG-6.1.2 USHG-6.1.3 USHG-6.1.4 USHG-6.1.5 USHG-6.3.1</p>

	<p>business and industry in the late nineteenth and early twentieth centuries.</p> <ul style="list-style-type: none"> • Identify labor and workforce issues of the late nineteenth century, including perspective of owner/managers and Social Darwinists. • Explain the challenges and contributions of immigrants of the late nineteenth century. • Explain the causes and impact of urbanization in the late nineteenth century. 	C.1 (ACT Quality Core Standard)
<p>Unit 6 Reintegration of the South and the Incorporation of the West</p>	<ul style="list-style-type: none"> • Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole. • Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century. • Identify and evaluate the influence on the development of the American West. • Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century. • Identify and explain significant issues and components of the Populist movement and their impacts. 	<p>B.3 (ACT Quality Core Standard) C.1 (ACT Quality Core Standard) C.2 (ACT Quality Core Standard)</p>
<p>Unit 7</p>	<ul style="list-style-type: none"> • Explain the origins and 	USHG-6.3.2

<p>Increasing Influence and Challenges</p>	<p>accomplishments of the Progressive Movement.</p> <ul style="list-style-type: none"> • Analyze the efforts to achieve women's suffrage in the early twentieth century. • Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries. • Analyze the causes and consequences of the Spanish-American War. • Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism 	<p>USHG-6.3.3 USHG-6.2.1 C.2 (ACT Quality Core Standard)</p>
<p>Unit 8 The United States in a Changing World</p>	<ul style="list-style-type: none"> • Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles • Describe and evaluate the impact of scientific and technological innovations of the 1920's. • Identify and evaluate the impact of new cultural movements on American society in the 1920's. • Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great 	<p>USHG-6.2.2 USHG-6.2.3 USHG-6.2.4 USHG-7.1.1 USHG-7.1.2 USHG-7.1.3 D.1 (ACT Quality Core Standard)</p>

	<p>Depression.</p> <ul style="list-style-type: none"> • Explain the economic, environmental, and social impact of the Great Depression on American society. • Evaluate the impact of the New Deal on various elements of American society. 	
<p>Unit 9 America at War</p>	<ul style="list-style-type: none"> • Describe circumstances at home and abroad prior to U.S. involvement in World War II. • Identify the significant military and political aspects of World War II. • Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes. • Evaluate the social, political, and economic impacts of World War II on the home front. • Identify and evaluate the scientific and technological developments in America during and after World War II. 	<p>USHG-7.2.1 USHG-7.2.2 USHG-7.2.3 USHG-7.2.4 E.1 (ACT Quality Core Standard)</p>
<p>Unit 10 Changes at Home</p>	<ul style="list-style-type: none"> • Analyze major domestic issues and responses of the administration from Truman to present. • Evaluate the impact of innovations in technology and communication on American society. • Identify the events and influences individuals of the civil rights, human rights, and 	<p>USHG-8.2.2 USHG-8.2.3 USHG-8.2.4 USHG-8.3.1 USHG-8.3.2 USHG-8.3.3 USHG-8.3.4 USHG-8.3.5 E.2 (ACT Quality Core Standard)</p>

	<p>counterculture movements and assess their impact.</p> <ul style="list-style-type: none"> • Evaluate the impact of changes in the national economy on contemporary American society. 	
<p>Unit 11 Post-War Foreign Policy</p>	<ul style="list-style-type: none"> • Analyze the social, cultural, and economic changes at the onset of the Cold War era. • Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present. • Describe and evaluate the political and social impact of the Vietnam War. • Identify the major contemporary social, environmental, and political issues, the groups involved, and the controversies engendered by those issues. • Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future. 	<p>USHG-8.2.1 USHG-9.1.1 USHG-9.1.2 USHG-9.2.1 USHG-9.2.2 USHG-9.3.1 E.1 (ACT Quality Core Standard) E.2 (ACT Quality Core Standard)</p>

AP United States History:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11

Prerequisites: None

To prepare you to learn in and contribute to an information-oriented world, this yearlong course will provide a detailed overview of United States history from the country's beginnings to the post-World War II era. Students will study the forging of the new nation, the sectional conflicts that nearly tore it apart, and the Civil War and Reconstruction. Students will learn about nineteenth-century industrialization and urbanization, the growth of the West and the "New South," and political efforts to reform capitalism. They will also analyze the effects of the Great Depression and the New Deal, the Cold War and the United States' role as a world power, and more recent challenges such as movements for equality, environmental issues, and global terrorism. Through readings, lectures, notes, videos, speakers, testing, discussions, and projects, students are invited to gain a deeper knowledge of their history and the individuals that helped to define it.

Course Syllabus

Units of Instruction	Learners Objectives	HSCEs Covered
Unit 1 Beginnings of America	<ul style="list-style-type: none">• New England and the Puritans• religious dissent• colonial politics• Middle colonies• Chesapeake and Southern English Colonies• ties to Caribbean economies• Mercantilism• New World Beginnings• Early explorations• Spanish and French claims to North America	20% B.1 (ACT Quality Core Standard)
Unit 2 Forming a New Nation	<ul style="list-style-type: none">• Rise of tobacco colonies• introduction to slavery• colonial family life• Salem Witch Trials• British wars• causes/effects of the French and Indian War	20% B.1 (ACT Quality Core Standard)

	<ul style="list-style-type: none"> • Proclamation of 1763 • Immigration/Population growth • the Great Awakening • education and culture • colonial politics 	
Unit 3 Creating a Nation	<ul style="list-style-type: none"> • Articles of Confederation • Northwest Ordinance • Shay's Rebellion • Causes of Revolution • first attacks • Effects of the American Revolution • key battles • life on the home front • women and the Revolution • American Republicanism • The Constitution of the United States • Federalist papers 	20% B.1 (ACT Quality Core Standard)
Unit 4 Developing a National Identity	<ul style="list-style-type: none"> • The War of 1812 • The Era of Good Feeling • The American System • the diplomacy of expansion • forging a new national identity • Early national politics and economics • diplomacy during the French Revolution • the making of the office of the presidency • The "Revolution of 1800" • the Marshall Court • diplomacy of Jefferson and Madison • the Embargo Act • Expansion west. 	45% B.1 (ACT Quality Core Standard) B.2 (ACT Quality Core Standard)
Unit 5 Reforming America	<ul style="list-style-type: none"> • The Second Great Awakening and the growth of reform • women's roles in reform 	45% B.1 (ACT Quality Core Standard) B.2 (ACT Quality Core Standard)

	<ul style="list-style-type: none"> movements • creation of a national culture • Advances in education and the sciences. • The rise of the market economy • immigration and the increase in nativism • women in the workplace • the factory system • the transportation revolution • expansion west • Jacksonian democracy and the Whigs • national policy toward American Indians • the era of the "common man" • expansion with the Texas revolution • slavery and sectionalism 	Standard)
Unit 6 Antebellum America	<ul style="list-style-type: none"> • Cotton culture • southern society and the impact of the plantation system • the rise of abolitionist movements • Expansion under Polk • Manifest Destiny • war with Mexico • Popular sovereignty • the Compromise of 1850 • Fugitive Slave Law • the economics of expansion 	45% B.1 (ACT Quality Core Standard) B.2 (ACT Quality Core Standard)
Unit 7 The Civil War	<ul style="list-style-type: none"> • The Peninsula Campaign • the "Anaconda Plan," • the war in the West • Sherman's March • Appomattox, • the Emancipation Proclamation • the legacy of war in both 	45% B.3 (ACT Quality Core Standard)

	<ul style="list-style-type: none"> the North and South • Wartime diplomacy • economic changes in the North and South • women and the war • issues of civil liberties in wartime • Abolition in the 1850s • the impact of Dred Scott • the financial panic of 1857 • political crisis in the election of 1860 • the coming of the Civil War 	
Unit 8 Reconstruction	<ul style="list-style-type: none"> • class and ethnic conflict • the rise of Jim Crow • Populism • The politics and economics of Reconstruction • experiences of freedmen • the rise of the Bourbon South • the fate of Reconstruction • impeachment politics and the balance of power 	45% B.3 (ACT Quality Core Standard)
Unit 9 Industrial America	<ul style="list-style-type: none"> • The rise of big business • the role of business in politics • Urbanization • new waves of immigration • renewed instances of Nativism • cultural life in urban America • the “New Woman” • African-American push for expanded civil rights • Era of the Robber Barons • the lives of the working classes and the growth of unionism • government and politics of regulation • the United States in the world economy 	45% USHG-6.1.1 USHG-6.1.2 USHG-6.1.3 USHG-6.1.4 USHG-6.1.5 USHG-6.3.1 C.1 (ACT Quality Core Standard)

Unit 10 The American West	<ul style="list-style-type: none"> • The close of the frontier and its impact • industrialization of agriculture • political dissent among farmers 	45% B.3 (ACT Quality Core Standard) C.1 (ACT Quality Core Standard) C.2 (ACT Quality Core Standard)
Unit 11 Becoming a World Power	<ul style="list-style-type: none"> • American expansion overseas • a new age of imperialism • The Spanish-American War • America on the world stage • Open Door Policy • Roosevelt becomes president 1901 • Panama Canal • Roosevelt Corollary • Progressive reform • trusts • demographics of urbanization and the resulting political impact • "Dollar Diplomacy" • environmental issues 	45% USHG-6.3.2 USHG-6.3.3 USHG-6.2.1 C.2 (ACT Quality Core Standard)
Unit 12 World War One	<ul style="list-style-type: none"> • War in Europe and war on the home front • propaganda and civil liberties • The politics behind the making of the Treaty of Versailles and its rejection by the U.S. Senate. • New Freedom • New Nationalism • Progressive economic reform • diplomacy of neutrality • Recent scholarship: Wilsonianism, Idealism, Pragmatism 	35% USHG-6.2.2 USHG-6.2.3 USHG-6.2.4 USHG-7.1.1 USHG-7.1.2 USHG-7.1.3 D.1 (ACT Quality Core Standard)
Unit 13 The Jazz Age	<ul style="list-style-type: none"> • Isolationism in the 1920s • foreign debt and 	35% USHG-6.2.2

	<ul style="list-style-type: none"> diplomacy the coming of the Great Depression The “Red Scare” and immigration issues a mass-consumption economy the Jazz Age and the Harlem Renaissance traditionalism versus modernism 	USHG-6.2.3 USHG-6.2.4 USHG-7.1.1 USHG-7.1.2 USHG-7.1.3 D.1 (ACT Quality Core Standard)
Unit 14 World War Two	<ul style="list-style-type: none"> FDR and “recovery, relief, reform” demographic changes associated with the Depression cultural changes in the 1930s the Supreme Court and the balance of political power in government Attempts at neutrality and isolation diplomacy and economics of the prewar years the move to war following Pearl Harbor The war in Europe and in the Far East the home front changes for women and minorities during the war the decision to use the atomic bomb and its consequences 	35% USHG-7.2.1 USHG-7.2.2 USHG-7.2.3 USHG-7.2.4 E.1 (ACT Quality Core Standard)
Unit 15 Post World War Two America	<ul style="list-style-type: none"> The Cold War continues expansion of the war in Vietnam the civil rights revolution and evolution Johnson and the Great Society immigration and demographic changes Consumer culture in the 	35% USHG-8.2.2 USHG-8.2.3 USHG-8.2.4 USHG-8.3.1 USHG-8.3.2 USHG-8.3.3 USHG-8.3.4 USHG-8.3.5 E.2 (ACT Quality Core Standard)

	<p>1950s</p> <ul style="list-style-type: none"> • the civil rights revolution • McCarthyism • Cold War expansion • the space race • postwar literature and culture • Postwar prosperity and the Baby Boom • communism and containment • diplomacy and the Marshall Plan • the Korean War • the Red Scare • the United States as a world power 	Standard)
<p>Unit 16 The United States Beyond the Cold War</p>	<ul style="list-style-type: none"> • Rise of conservatism • economic stagnation • crisis over presidential power, environmental issues • feminism and the women's movement • civil rights and affirmative action • Foreign policy and the issue of oil. • Globalization • changes in roles of women and men • immigration • Poverty in inner-city America and upward mobility. • Demographic changes • changes in the family, immigration and related issues • a multicultural society • The high-tech economy, America in a global context. • Reagan and the "New Right" • the end of the Cold War • Reaganomics 	<p>35%</p> <p>USHG-8.2.1 USHG-9.1.1 USHG-9.1.2 USHG-9.2.1 USHG-9.2.2 USHG-9.3.1 E.1 (ACT Quality Core Standard) E.2 (ACT Quality Core Standard)</p>

	<ul style="list-style-type: none"> • politics and the Supreme Court • globalization • war and diplomacy in the Middle East • The Clinton era • post-Cold War politics and foreign policy • the contested election of 2000 • The attack on the World Trade Center and America post-9/11. 	
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*The syllabus for this course has been audited and approved by the Advanced Placement College Board.

*Percentages are approximate percentage of topic on the Advanced Placement test.

* USHG – Michigan Department of Education High School Content Expectations for Social Studies.

AP PSYCHOLOGY:

Course Syllabus

This is a year-long course that meets four days a week: Mondays and Fridays for 55 minutes; Tuesdays, Wednesdays, and Thursdays for 95 minutes (students have two 55 minute classes and two 95 minute classes)

Purpose of the Course

The AP Psychology course is designed to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. You will be exposed to the psychological facts, principles, and phenomena associated with the major subfields within Psychology. You will also learn about the methods psychologists use in their science and practice.

Course Materials:

- Myers, D.G. *Myers for AP**, 1st ed. New York; 2011
- Hock, Roger R. *Forty Studies That Changed Psychology* (6th Edition)
- Scientific American Mind (subscription)

- Myers in Modules, Student Activity CD-ROM
- *Activities Handbooks for the Teaching of Psychology* – Volumes 1-4
- Discovering Psychology Series (video cassettes)
- Subscription to the American Psychology Association and TOPPS
- AP Released Objective Exams and Essays as well as Rubrics

The following is required to be kept by you:

- A 3-Ring Binder (2-3") where you will keep all objectives and journal article reviews, notes and hand-outs

Course Objectives:

1. Prepare to do acceptable work on the AP psychology Exam.
2. Study the major core concepts and theories of psychology. Be able to define key terms and use these terms in everyday vocabulary.
3. Be able to apply psychological concepts to your own lives, and recognize principles when encountered in everyday situations.
4. Develop critical thinking skills, and become aware of the danger of blindly accepting or rejecting any psychological theory without careful, objective evaluation.
5. Build your reading, writing and discussion skills.

Course Requirements:

1. Your objectives, flashcards, and famous psychologists packet will be collected and graded on the day of each unit test; the grade will be based on the thoroughness of both reading and class notes. This doesn't mean taking massive amounts of notes; it means there will be evidence that you have effectively covered all the pertinent information. You must have a system set up where I will be able to tell which notes were completed before class and which were added during lecture.
2. Each time an article is designated on the syllabus I will assume the following: a) you will have read the article(s) before the day we begin discussing the related course material and b) can contribute to class discussion when asked to refer to the content; you will also have a short, 1-2 page summary and reaction for each article (forms are available from me), which will include a summary of the Theoretical Proposition, the Method for conducting the Experiment (conditions, procedure, etc.), the results of the experiment, the author's discussion, subsequent research and recent applications. You will also critique the article for Ethical Guidelines, efficacy, and implications. I will periodically assign articles from "Scientific American Mind" and other journals that discuss relevant and recent psychological findings.
3. Each test will mimic the AP College Board Exam. At the end of each unit, you will have a pre-test and a test. The pre-test will consist of 25 multiple choice questions and the test will consist of 20 questions and one free response essay. Tests will be timed according to the College Board guidelines. The tests will require you to critically think about all of the objectives and be able to answer questions and write essays that connect themes and contexts together in unique and different ways. There are no

simple "definition" tests. So deep understanding of the material is critical. Therefore class discussions are important to process the information in personally meaningful ways.

4. The AP Exam is approximately two hours long and includes a 70 minute multiple-choice section and a 50 minute free-response section. The multiple-choice section contains 100 questions and accounts for 2/3 of the grade; the free-response section consists of two essays and accounts for 1/3 of the grade.
5. You will also become involved in researching and presenting segments of the course materials using the APA experimental guidelines, and the Activities for Teaching Psychology, for developing and testing a hypothesis, Example: The M & M Lab will test random sampling of data as well as testing whether sugar helps retention of material.

Important Guidelines

1. Your success in class is directly correlated to the time you spend outside of class; a rule of thumb suggested by colleges is to spend about three hours outside of class for every hour you spend in class.
2. In terms of the course assignments, nothing will occupy more of your time than reading and studying the text. Research has shown that the strongest correlation of success in college level classes is reading ability.
3. Keep in mind that your level of motivation is much more important than your ability level. If you want to succeed, and if you are willing to put in the necessary effort, you will succeed. Attitude, study skills, determination and discipline count for more than discipline.

Tips for Success:

1. **Take complete reading and class notes and date them.** Put them in your own words. Don't write down something you don't understand without asking about it. Leave some blank space on each page to make additions and clarifications. It is very important to review your class notes each day while they are still fresh in your mind. Expand them, clarify them, and add examples so that they will make sense when you go back to study from later.
2. **Learn to read more effectively.** You can read more effectively by doing the following:
 - a. Read actively; don't just look at the words. If you spend a half hour "reading," but are unable to recall anything when you are done, you have wasted your time
 - b. Preview a module quickly before you begin, and review the material frequently. Pause at the end of each paragraph and summarize mentally, in your own words, what you just read.
 - c. Do not ignore pictures, diagrams, tables, and sidebars in your textbook. These features serve to make the text more interesting and may include pertinent information.
3. **Create a vocabulary card file.** Half of the battle is vocabulary. It is a requirement that you complete the assigned flashcards for each unit. The flashcards provide an excellent means of review.

Please Note the Following:

1. Late assignments will not be accepted. All assignments are due at the beginning of class. This refers specifically to journal articles and module outlines.
2. If you have an unanticipated excused absence (illness or family emergency) on the day of a test, or the day an assignment is due, you must make-up the work on the day you return to school. For planned absences (e.g. college visitation), please make arrangements with me in advance. You are also responsible for obtaining any class notes/handouts from classes you have missed.

SCHEDULE FOR TOPICS AND ASSIGNMENTS			
Topic	Days	Assignment/Tests	40 Studies Article Due
Unit 1: History and Approaches	8 days		X
	September 20th	Test 1	
Unit 2: Research Methods	12 days	Objectives/Flashcards/Famous Psychologists	
	October 6 th	Test 2	
Unit 3: Biological Bases of Behavior	10 Days	Objectives/Flashcards/Famous Psychologists	1. "One Brain or Two" (Gazzaniga) 2. "More Experience=Bigge Brain" (Rosenzweig, Bennet & Diamond) 3. "Are you a 'Natural'" Minnesota Twin Study by Bouchard.
	October 25/26 th	Test 3	
Unit 4: Sensation and Perception	10 days	Objectives/Flashcards/Famous Psychologists	1. "Watch out for the Visual Cliff" (Gibson) 2. "Picture This!" (Murray)
	November 14 th	Test 4	
Unit 5: States of Consciousness	10 days	Objectives/Flashcards/Famous Psychologists	1. "Unromancing the Dream" (Hobson) 2. "To Sleep, No Doubt, to Dream" (Aserinsky & Kleitman) 3. "Acting as if You are Hypnotized" (Spanos)
	November 28 th		
Unit 6: Learning	10 days	Objectives/Flashcards/Famous	1. "It's not just about

		Psychologists	salivating dogs" (Pavlov) 2. "Little Emotional Albert" (Watson & Rayner) 3. "Knock Wood!" (Skinner) 4. "See Aggression..Do Aggression" (Banduar) 5: "Maps in Your Mind" (Tolman)
	December 9 th	Test 6	
Unit 7: Cognition	10 days	Objectives/Flashcards/Famous Psychologists	1. "Thanks for the Memories" (Loftus)
	January 12 th	Test 7	
Semester Exam		Cumulative 1-7	
Unit 8: Motivation and Emotion	10 days	Objectives/Flashcards/Famous Psychologists	1. "What you expect is what you get" (Rosenthal & Jacobson)
	February 2 nd	Test 8	
Unit 9: Development	10 days	Objectives/Flashcards/Famous Psychologists	1. "Discovering Love" (H. Harlow) 2. "Out of Sight, But not out of Minde" (J. Piaget) 3. "How Moral Are You" (Kohlberg) 4. Masculine or Feminine...or both" (Bem) 5. Are you the Master of your Fate? (Rotter)
	February 13 th	Test 9	
Unit 10: Personality	10 days	Objectives/Flashcards/Famous Psychologists	1. "You're getting defensive again!" (Freud) 2. "Projections of Who You Are" (Rorschach) 3. "Learning to be Depressed" (Seligman)
	February 27 th	Test 10	
Unit 11: Testing	5 days	Objectives/Flashcards/Famous	Mult. Intell. Gardner

and Individual Differences		Psychologists	
	March 5 th	Test 11	
Unit 12: Psychological Disorders	10 days	Objectives/Flashcards/Famous Psychologists	1. "Who's Crazy Here, Anyway" (Rosenhan) 2. "Crowding into the Behavioral Sink" (Calhoun)
	March 22 nd	Test 12	
Unit 13: Treatment	8 days		System Desens. Wolpe Choosing ther. Smith
	April 12 th	Test 13	
Unit 14: Social Psychology	10 days	Objectives/Flashcards/Famous Psychologists	1. "The Power of Conformity" (Asch) 2. "To help or not to help" (Darley & Latane) 3. "Obey at any cost?" (Milgram) (cog. conseq.) Festinger Attit. And Act. LaPiere
	April 24 th	Test 14	
REVIEW			
AP EXAM	May 7 th		

Course Objectives Outline

Unit One: Introduction to the History and Science of Psychology

The History and Scope of Psychology

1. Define psychology and trace its historical development
2. Describe psychology's concerns regarding stability and change, rationality and irrationality, nature and nurture.
3. Describe the different perspectives from which psychologists examine behavior and mental processes and explain the complementarity. Psychoanalytic/Psychodynamic; Behaviorists, Cognitive, Humanistic, Evolutionary, Socio-cultural, Neuroscience.
4. Identify some of the basic and applied research subfields of psychology.
5. Describe the mental health professions of clinical psychology and psychiatry.

Unit Two: Research Methods and Statistics

1. Describe the hindsight bias and explain how it often leads us to perceive psychological research as merely common sense.
2. Discuss how over confidence contaminates our everyday judgments.
3. Explain how the scientific attitude encourages critical thinking.

4. Describe the relationship between psychological theories and scientific research.
5. Compare and contrast case studies, surveys, and naturalistic observation, and explain the importance of proper sampling.
6. Describe both positive and negative correlations, and explain how correlational measures can aid the process of prediction.
7. Explain why correlational research fails to provide evidence of cause-effect relationships.
8. Discuss how people form illusory correlations and perceive order in random sequences.
9. Identify the basic elements of an experiment, and discuss how experimental control contributes to causal explanation.
10. Explain how bar graphs can be designed to make a small difference appear to be large.
11. Describe the three measures of central tendency and the two measures of variation.
12. Discuss the three important principles in making generalizations from samples, and describe how psychologists make inferences about difference between groups.

Unit Three: Biological Bases of the Brain

Objectives: Neural and Hormonal Systems

1. Explain why psychologists are concerned with human biology.
2. Describe the structure of a neuron, and explain how neural impulses are generated.
3. Describe how nerve cells communicate, and discuss the impact of neurotransmitters and drugs on human behavior.
4. Identify the major divisions of the nervous system and describe their functions, noting the three types of neurons that transmit information through the system.
5. Contrast the simplicity of the neural pathways involved in reflexes with the complexity of neural networks.
6. Describe the nature and functions of the endocrine system and its interaction with the nervous system.

Objectives: The Brain

7. Identify and describe several techniques for studying the brain.
8. Describe the functions of the brainstem, thalamus, cerebellum, and limbic system.
9. Identify the four lobes of the cerebral cortex and describe the sensory and motor functions of the cortex.
10. Discuss the importance of the association areas, and describe how damage to several different cortical areas can impair language functioning.
11. Discuss the capacity of the brain to reorganize following injury or illness.
12. Describe research on the split brain, and discuss what it reveals regarding normal brain functioning.
13. Discuss the relationships among brain organization, right- and left-handedness, and physical health.

Unit 4: Sensation and Perception

Objectives: Introduction to Sensation and Perception

1. Contrast the processes of sensation and perception.
2. Distinguish between absolute and difference thresholds, and discuss research findings on subliminal stimulation.
3. Describe the phenomenon of sensory adaptation, and explain its functional value.
4. Describe how the process of perception is directed and limited by selective attention.

Objectives: Vision

1. Explain the visual process, including the stimulus input, the structure of the eye, and the transduction of light energy.
2. Discuss the different levels of visual information processing.
3. Explain the value of parallel processing.
4. Explain the Young-Helmholtz and opponent-process theories of color vision.
5. Describe the nature of color constancy.

Hearing

1. Explain the auditory process, including the stimulus input and the structure and function of the ear.
2. Explain the place and frequency theories of pitch perception.
3. Describe how we locate sounds.
4. Discuss the nature and causes of hearing loss, and describe the effects of noise on and behavior.

The Other Senses

1. Describe the sense of touch.
2. Explain the basis of pain.
3. Describe the senses of taste and smell, and comment on the nature of sensory interaction.
4. Distinguish between kinesthesia and the vestibular sense.

Perceptual Organization

5. Explain how illusions help us to understand perception.
6. Discuss Gestalt psychology's contribution to our understanding of perception.
7. Explain the figure-ground relationship, and identify principles of perceptual grouping in form perception.
8. Discuss research on depth perception involving the use of the visual cliff, and describe the binocular and monocular cues in depth perception.

Perceptual Interpretation

9. Describe the debate over the role of nature and nurture in perception, and discuss what research findings on sensory deprivation and restored vision have contributed to this debate.
10. Explain what the use of distorting goggles indicates regarding the adaptability of perception.
11. Discuss the effects of sensory restriction.
12. Discuss the effects of experiences, assumptions, expectations, and context on our perception.
13. State the claims of ESP, and explain why most research psychologists remain skeptical.

Unit Five: States of Consciousness

Waking and Sleeping Rhythms

1. Discuss the nature of consciousness and its significance in the history of psychology
2. Contrast conscious and subconscious information processing
3. Discuss the content and potential functions of daydreams and fantasies, and describe the fantasy-prone personality.
4. Discuss the importance of seasonal, monthly, and daily biological rhythms.

5. Describe the cyclical nature and possible functions of sleep.
6. Identify the major sleep disorders.
7. Discuss the content and possible functions of dreams.

Hypnosis

8. Discuss hypnosis, noting the behavior of hypnotized people.
9. Discuss claims regarding the uses of hypnosis
10. Discuss the controversy over whether hypnosis is an altered state of consciousness.

Drugs and Consciousness

11. Discuss the nature of drug dependence and identify some common misconceptions about addiction.
12. Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens.
13. Discuss the factors that contribute to drug use.

Unit Six: Learning

Classical Conditioning

1. Discuss the nature and importance of learning.
2. Describe the general process of classical conditioning as demonstrated by Pavlov's experiments.
3. Explain the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
4. Discuss the importance of cognitive processes and biological predispositions in classical conditioning.
5. Explain the importance of Pavlov's work, noting how it paved the way for behaviorism, and describe how it might apply to an understanding of human health and well-being.

Operant Conditioning

1. Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments.
2. Identify the different types of reinforcers, and describe the major schedules of partial reinforcement.
3. Discuss the effects of punishment on behavior.
4. Discuss the importance of cognitive processes and biological predispositions in operant conditioning.
5. Explain why Skinner's ideas were controversial, and describe some major applications of operant conditioning.

Observational Learning

1. Describe the process of observational learning as demonstrated by Bandura's experiments.
2. Discuss the impact of antisocial and pro-social modeling.

Unit Seven: Cognition

7A: Memory

Introduction to Memory

1. Describe memory in terms of information processing.

2. Distinguish among sensory memory, short-term memory, and long-term memory.

Encoding Information

1. Distinguish between automatic and effortful processing, and discuss the importance of rehearsal.
2. Explain the importance of meaning, imagery, and organization in the encoding process.

Retaining Information

1. Describe the limited nature of sensory memory and short-term memory.
2. Describe the capacity and duration of long-term memory.
3. Discuss the biological changes that may underlie memory formation and storage.

Retrieval

1. Contrast recall, recognition, and relearning measures of memory.
2. Describe the importance of retrieval cues.
3. Discuss the impact of environmental contexts and internal emotional state of retrieval.

Forgetting and Memory Construction

1. Explain why the capacity to forget can be beneficial, and discuss the role of encoding failure and storage decay in the process of forgetting.
2. Explain what is meant by retrieval failure, and discuss the effects of interference and motivated forgetting on retrieval.
3. Describe the evidence for the constructive nature of memory and the impact of imagination and leading questions on eyewitness recall.
4. Describe the difficulties in discerning true memories from false ones and the reliability of children's eyewitness recall.
5. Discuss the controversy over reports of repressed and recovered memories of childhood sexual abuse.

7B: Language and Thought

1. Describe the structure of language in terms of sounds, meaning, and grammar.
2. Trace the course of language acquisition from the babbling stage through the two-word stage.
3. Explain how the nature-nurture debate is illustrated in the theories of language development.
4. Discuss Whorf's linguistic relativity hypothesis and relationship between thought and language.
5. Describe the nature of concepts and the role of prototypes in concept format.
6. Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.
7. Describe how the confirmation bias and fixation can interfere with effective problem solving.
8. Explain how the representative and availability heuristics influence our judgments.
9. Describe the effects of overconfidence and framing can have on our judgments and decisions.
10. Discuss how our beliefs distort logical reasoning, and describe the belief perseverance phenomenon.
11. Describe artificial intelligence, and contrast the human mind and the computer as information processors.

Unit Eight: Motivation and Emotion

8A: Introduction to Motivation

1. Define motivation, and identify several theories of motivated behavior.
2. Describe Maslow's hierarchy of motives.

Hunger

1. Describe the physiological determinants of hunger.
2. Discuss the impact of external incentives and culture on hunger.
3. Describe the symptoms of anorexia nervosa and bulimia nervosa.

Achievement Motivation

1. Describe the nature and sources of achievement motivation.
2. Distinguish between extrinsic and intrinsic achievement motivation, and identify factors that encourage each.
3. Discuss how managers can create and maintain motivated, productive, and satisfied work force, and identify two styles of management.

8B: Theories of Emotion

1. Identify the three components of emotion, and contrast the James-Lange and Cannon-Bard theories of emotion.
2. Describe Schachter's two-factor theory of emotion, and discuss evidence suggesting that some emotional reactions involve no conscious thought.
3. Describe how emotions can be differentiated along the dimensions of valence and arousal level.

Experiencing and Expressing Emotion

1. Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance.
2. Describe the relationship between physiological states and specific emotions, and discuss the effectiveness of the polygraph in detecting lies.
3. Describe some nonverbal indicators of emotion, and discuss the extent to which people from different cultures display and interpret facial expressions of emotion in a similar manner.
4. Describe the effects of facial expressions on emotional experience.
5. Discuss the significance of environmental and biological factors in the acquisition of fear.
6. Discuss the catharsis hypothesis, and identify some of the advantages and disadvantages of openly expressing anger.
7. Identify some potential causes and consequences of happiness, and describe how happiness is influenced by our prior experiences and by others' attainments.

Stress

1. Identify the major concerns of health psychology.
2. Describe the biology of the "fight-or-flight" response to stress and the physical characteristics and phases of the general adaptation syndrome.
3. Discuss the health consequences of catastrophes, significant life changes, and daily hassles.
4. Describe the effects of a perceived lack of control, economic inequality, and a pessimistic outlook on health.

5. Discuss the role of stress in causing coronary heart disease and contrast Type A and Type B personalities.
6. Describe how stress increases the risk of disease by inhibiting the activity of the body's immune system.
7. Describe the impact of learning on immune system functioning.

Promoting Health

1. Identify and discuss different strategies for coping with stress, and explain why people should be skeptical about the value of complementary and alternative medicine.
2. Explain why people smoke, and discuss ways of preventing and reducing this health hazard.
3. Discuss the relationship between nutrition and physical well-being, and describe the research findings on obesity and weight control.

Unit Nine: Development

Prenatal Development and the Newborn

1. Discuss the course of prenatal development.
2. Describe the destructive impact of teratogens.
3. Describe the capacities of the newborn.
4. Explain how habituation is used for assessing infant cognition.

Infancy and Childhood

5. Discuss the influence of maturation and experience on brain and motor development.
6. Describe Piaget's view of how the mind develops, and discuss his stage theory of cognitive development, noting current thinking regarding cognitive stages.
7. Discuss the effect of body contact, familiarity, and responsive parenting on infant social attachments.
8. Describe the benefits of a secure attachment and the impact of parental neglect and separation as well as day care on childhood development.
9. Describe the early development of a self-concept, and discuss possible effects of different parenting styles on children.

Adolescence

10. Define adolescence, and describe the physical events of that period.
11. Describe the adolescent's growing reasoning power.
12. Describe Kohlberg's theory of moral development, noting the relationship between thoughts and actions.
13. Discuss the adolescent's search for identity.
14. Describe the development of intimate social relationships during the adolescent years.

Unit Ten: Personality

The Psychoanalytic Perspective

1. Describe what is meant by personality, and explain how Freud's treatment of psychological disorders led to his study of the unconscious.
2. Describe personality structure in terms of the interactions of the id, ego, and superego.
3. Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior.
4. Explain how defense mechanisms protect the individual from anxiety.

5. Explain how projective tests are used to assess personality.
6. Discuss the contributions of the neo-Freudians, and describe the strengths and weaknesses of Freud's ideas.

The Trait Perspective

1. Discuss psychologists' descriptions of personality in terms of types and traits.
2. Explain how personality inventories are used to assess traits.
3. Discuss research regarding the consistency of behavior over time and across situations.

The Humanistic Perspective

1. Describe the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Roger's emphasis on people's potential for growth.
2. Describe humanistic psychologists' approach to personality assessment, and discuss the benefits and liabilities of self-esteem and self-serving bias.
3. Describe the impact of individualism and collectivism on self-identity and social relations.
4. Discuss the criticisms of the humanistic perspective.

The Social Cognitive Perspective

1. Describe the social-cognitive perspective on personality, and explain reciprocal determinism.
2. Discuss the important consequences of personal control, learned helplessness, and optimism.
3. Describe how social-cognitive researches assess behavior in realistic situations, and evaluate the socio-cognitive perspective on personality.

Unit Eleven: Testing and Individual Differences

Introduction to Intelligence

1. Describe the nature of intelligence
2. Discuss whether intelligence should be considered a general mental ability or many specific abilities.
3. Describe efforts to correlate intelligence with brain anatomy, brain functioning, and cognitive processing speed.

Assessing Intelligence

1. Trace the origins of intelligence testing, and describe Stern's formula for intelligence quotient.
2. Describe modern tests of mental abilities such as the WAIS, and distinguish between aptitude and achievement tests.
3. Describe test standardization, and explain the importance of appropriate standardization samples for effectively interpreting intelligence test scores.
4. Distinguish between the reliability and validity of intelligence tests, and explain how reliability and validity are assessed.
5. Discuss the stability of intelligence scores, and describe the two extremes of the normal distribution of intelligence.
6. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence.

Genetic and Environmental Influences on Intelligence

1. Discuss evidence for both genetic and environmental influences on intelligence.

2. Describe group differences in intelligence test scores, and show how they can be explained in terms of environmental factors.
3. Discuss whether intelligence tests are culturally biased.

Unit Twelve: Psychological Disorders

Introduction to Psychological Disorders

1. Identify the criteria for judging whether behavior is psychologically disordered.
2. Describe the medical model of psychological disorders, and discuss the bio-psycho-social perspective offered by the critics of this model.
3. Describe the aims of the DSM-IV, and discuss the potential dangers associated with the use of diagnostic labels.
4. Describe the prevalence of various disorders and the timing of their onset.

Anxiety Disorders

1. Describe the symptoms of generalized anxiety disorders from both a learning and biological perspective.
2. Explain the development of anxiety disorders from both a learning and a biological perspective.

Dissociative and Personality Disorders

1. Describe the characteristics and possible causes of dissociative identity disorder.
2. Describe the nature of personality disorders, focusing on the characteristics of the antisocial personality disorder.

Mood Disorders

1. Describe major depressive disorder and bipolar disorder.
2. Explain the development of mood disorders, paying special attention to the biological and social-cognitive perspectives.

Schizophrenia

1. Describe the various symptoms and types of schizophrenia
2. Discuss research on the causes of schizophrenia

Unit Thirteen: Therapy

The Psychological Therapies

1. Discuss the aims and methods of psychoanalysis, and explain the critics' concerns with this form of therapy, noting how psychodynamic therapists have tried to answer the criticisms.
2. Identify the basic characteristics of the humanistic therapies as well as the specific goals and techniques of client-centered therapy.
3. Identify the basic assumptions of behavior therapy, and discuss the classical conditioning techniques of systematic desensitization, flooding, and aversive conditioning.
4. Describe therapeutic applications of operant conditioning principles, and explain the critics' concerns with this behavior modification process.
5. Describe the assumptions and goals of the cognitive therapies and their application to the treatment of depression.
6. Discuss the rationale and benefits of group therapy, including family therapy.

Evaluating Psychotherapies

1. Discuss the findings regarding the effectiveness of the psychotherapies.
2. Explain why ineffective therapies are often mistakenly perceived to be of value.
3. Describe the commonalities among the psychotherapies, and discuss the role of values and cultural differences in the therapeutic process.
4. Explain the rationale of preventative mental health programs.

The Biomedical Therapies

1. Identify the common forms of drug therapy.
2. Describe the use of electroconvulsive therapy and psychosurgery in the treatment of psychological disorders.

Unit Fourteen: Social Psychology

Social Thinking

1. Describe the importance of attribution in social behavior and the dangers of the fundamental attribution error.
2. Identify the conditions under which attitudes have a strong impact on actions.
3. Explain the foot-in-the-door phenomenon and the effect of role playing on attitudes in terms of cognitive dissonance theory.

Social Influence

1. Discuss the results of experiments on conformity, and distinguish between normative and information social influence.
2. Describe Milgram's controversial experiments on obedience, and discuss their implications for understanding our susceptibility to social influence.

Social Relations

1. Describe the social, emotional, and cognitive factors that contribute to the persistence of cultural, ethnic, and gender prejudice and discrimination.
2. Describe the impact of biological factors, aversive events, and learning experiences on aggressive behavior.
3. Discuss the effects of observing filmed violence and pornography on social attitudes and relationships.
4. Explain how social traps and mirror-image perceptions fuel social conflict.
5. Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.
6. Describe and explain the bystander effect, and explain altruistic behavior in terms of social exchange theory and social norms.
7. Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

MATHEMATICS

Math instruction at PrepNet schools is designed to provide a curriculum, teaching, and learning environment consistent with the National Council of Teachers of Mathematics 2000 Principles and Standards, the Michigan High School Content Expectations, and the CollegeBoard Standards for College Success.

The CollegeBoard Standards for College Success describe a developmental progression of quantitative skills and mathematics concepts that students should master to be ready for success in college level work, either during high school in Advanced Placement courses or during their freshman year in college. Within each standard are thematic strands, which develop a set of related process or content skills. The strands have been conceived at a level of granularity that will support meaningful diagnostic assessments and effective instruction. Within each strand are performance expectations, which teachers can use to evaluate specific student strengths and weaknesses within a strand.

Michigan Merit Curriculum Graduation Requirements – 4 credits Mathematics

ALGEBRA I:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9

Prerequisites: Successful completion of middle school mathematics through pre-algebra. Basic knowledge of and experience with graphing calculators.

This is an entry-level high school mathematics class. Students will study units involving number and operations, solving equations, patterns and relations, linear functions, exponential functions, quadratic functions, reasoning and proof, conversions, measures, and probability simulations.

Course Syllabus

Units of Instruction	Learner Objectives	Quality Core Standards (*Represents Power Standards)
Chapter 1 Foundations of Algebra		
Lesson 1.1 Variables and Expressions	<ul style="list-style-type: none"> TLW be able to translate between words and algebra TLW be able to evaluate algebraic expressions using any basic operations 	B.1.a; B.1.c; B.1.d; C.1.d*; C.1.b
Key Concepts/Skills/Vocabulary: Variables, constant, numerical expressions, algebraic expressions, evaluating, translating from Algebraic expressions to words and back the other way. Notes page can be found on Moodle site.		
Lesson 1.2 Adding and	<ul style="list-style-type: none"> TLW will be able to add and subtract real numbers with and 	A.1.c; A.1.f*; B.1.f; C.1.a; F.1.b; F.1.c

Subtracting Real Numbers	<ul style="list-style-type: none"> without using a number line TLW will be able to use and recognize the additive inverse 	
Key Concepts/Skills/Vocabulary: Absolute value, opposites, additive inverse, adding numbers with the same sign, adding numbers with different signs, adding/subtracting using a number line, adding and subtracting with negative numbers.		
Lesson 1.3 Multiplying and Dividing Real Numbers	<ul style="list-style-type: none"> TLW will be able to multiply and divide real numbers TLW will be able to use and recognize the properties of zero TLW will be able to use the multiplicative inverses to multiply and divide fractions 	A.1.a*; A.1.c; A.1.f*; C.1.a*; C.1.c; F.1.b; F.1.c
Key Concepts/Skills/Vocabulary: Reciprocal, multiplicative inverse, properties of zero, multiplying/dividing with same or different signs, multiplying and dividing with zero.		
Lesson 1.4 Powers and Exponents	<ul style="list-style-type: none"> TLW be able to evaluate expressions using powers TLW be able to describe the base and exponent components of powers, and utilize them in real world situations 	F.1.a
Key Concepts/Skills/Vocabulary: Power, base, exponent, writing powers for geometric models, evaluating powers, writing powers from a given base		
Mid-Chapter Quiz (Lessons 1.1 – 1.4)		
Lesson 1.5 Square Roots and Real Numbers	<ul style="list-style-type: none"> TLW be able to evaluate expressions containing square roots TLW be able to classify numbers within the real number system TLW be able to recognize perfect squares 	F.1.d
Key Concepts/Skills/Vocabulary: Square root, perfect square, real numbers, natural numbers, whole numbers, integers, rational numbers, terminating decimals, repeating decimals, irrational numbers, reviewing the time tables for finding square roots of perfect squares, classifying real numbers to the most specific classification, introduce symbols for the classifications		
Lesson 1.6 Order of Operations	<ul style="list-style-type: none"> TLW be able to use the correct order of operations to simplify expressions with and without grouping symbols 	A.1.a*; A.1.f*; C.1.a*; C.1.c; D.1.b; F.1.b; F.1.c; F.1.e
Key Concepts/Skills/Vocabulary: Order of operations, simplifying numerical expressions, evaluating algebraic expressions with multiple steps, simplifying expressions with other grouping symbols (square root, absolute value, parentheses, etc), translating multi-step expressions from words to math.		
Lesson 1.7	<ul style="list-style-type: none"> TLW be able to incorporate the 	A.1.a*; A.1.f*; C.1.a*; C.1.b;

Simplifying Expressions	Commutative, Associative, and Distributive Properties to simplify expressions <ul style="list-style-type: none"> TLW be able to recognize, utilize, and combine like terms to simplify expressions 	C.1.c; F.1.a; F.1.b; F.1.c; F.1.e; F.1.f
Key Concepts/Skills/Vocabulary: Term, like terms, coefficients, Commutative Property, Associative Property, Distributive Property, using the three properties to simplify expressions (what property allows us to do what maneuvers), combining like terms; simplifying multi-step algebraic expressions.		
Lesson 1.8 Introduction to Functions	<ul style="list-style-type: none"> TLW be able to graph and write ordered pairs in the coordinate plane TLW be able to graph functions from ordered pairs TLW be able to recognize and describe the different quadrants of the coordinate plane 	D.2.f; D.2.i; G.1.f; G.1.g; G.1.h
Key Concepts/Skills/Vocabulary: Coordinate plane, axes, origin, x-and y- axis, ordered pair, x- and y- coordinate, quadrant, input, output, graphing and locating points in the coordinate plane, generating and graphing ordered pairs and functions. (THIS IS MEANT TO BE A VERY BRIEF INTRODUCTION TO FUNCTIONS....DO NOT GET INTO TOO MUCH DETAIL!)		
Chapter 1 Test and Review (found on Moodle site)		
Chapter 2		
Equations		
Lesson 2.1 Solving Equations by Adding or Subtracting	<ul style="list-style-type: none"> TLW be able to solve one-step equations in one variable by using addition or subtraction 	C.1.c; D.1.a
Key Concepts/Skills/Vocabulary: Equation, solution of an equation. Notes are on Moodle Site. Introduce steps for solving slowly through each lesson.		
Lesson 2.2 Solving Equations by Multiplying or Dividing	<ul style="list-style-type: none"> TLW be able to solve one-step equation in one variable by using multiplication or division 	C.1.a; D.1.a
Key Concepts/Skills/Vocabulary: Operation vs. Inverse Operations Notes on Moodle Site. Introduce that the steps are the same here, but we are just using the different operations.		
Lesson 2.3 Solving Two-Step and Multi-Step Equations	<ul style="list-style-type: none"> TLW be able to solve equations in one variable that contain more than one operation 	C.1.a; D.1.a
Key Concepts/Skills/Vocabulary:		

<p>Notes on Moodle Site. Introduce more of the steps for solving an equation. Remind the students of the steps we have already covered in Lessons 2.1 and 2.2. Simplifying before solving is important here!</p>		
<p>Lesson 2.4 Solving Equations with Variables on Both Sides</p>	<ul style="list-style-type: none"> TLW be able to solve equations in one variable that contain variable terms on both sides 	<p>C.1.a; C.1.c; D.1.a; D.1.c</p>
<p>Key Concepts/Skills/Vocabulary: Identity, contradiction. Notes on Moodle site. Introduce simplifying on both sides of the equal sign. (Use the "Little Johnny" story- See Mr. Crete for details)</p>		
<p>Lesson 2.5 Solving for a Variable</p>	<ul style="list-style-type: none"> TLW be able to solve a formula for a given variable TLW be able to solve an equation in two or more variables for one of the variables 	<p>A.1.a; D.1.c</p>
<p>Key Concepts/Skills/Vocabulary: Formula, literal equation. Notes on Moodle site. Really work with students on highlighting or circling the variable they are trying to solve for. Then all rules from previous lessons apply for solving for the variable.</p>		
<p>Quest 2.1 – 2.5</p>		
<p>Lesson 2.6 Rates, Ratios, and Proportions</p>	<ul style="list-style-type: none"> TLW be able to write and use ratios, rates, and unit rates TLW be able to write and solve proportions 	<p>A.1.d; A.1.f; C.1.b</p>
<p>Key Concepts/Skills/Vocabulary: Ratio, rate, scale, unit rate, conversion factor, proportion, cross products, scale drawing, scale model. Notes on Moodle. Remind students that they need to have the same units in the numerators and denominators on both sides of the proportion. (This is a big struggle for most students)</p>		
<p>Lesson 2.7 Applications of Proportions</p>	<ul style="list-style-type: none"> TLW be able to use proportions to solve problems involving geometric figures TLW be able to use proportions and similar figures to measure objects indirectly 	<p>A.1.d; A.1.f; C.1.b</p>
<p>Key Concepts/Skills/Vocabulary: Similar, corresponding angles, corresponding sides, indirect measurement, scale factor. Notes on Moodle site. *Can be taught in conjunction with 2.6.</p>		
<p>Lesson 2.8 Percents</p>	<ul style="list-style-type: none"> TLW be able to solve problems involving percents 	<p>A.1.d; A.1.f</p>
<p>Key Concepts/Skills/Vocabulary: Percent.</p>		

Notes on Moodle site. Set-Up is very difficult for many students here. Give them many ways to represent the system for manipulating percents.		
Lesson 2.9 Applications of Percents	<ul style="list-style-type: none"> • TLW be able to use common applications of percents • TLW be able to estimate with percents 	A.1.d; A.1.f
Key Concepts/Skills/Vocabulary: Commission, Interest, Principal, Sales Tax, Tip. Notes on Moodle site. Have student create a notecard that will be allowed on the test to remember these special formulas and equations (Sales Tax, Commission, Interest, etc.).		
Lesson 2.10 Percent Increase and Decrease	<ul style="list-style-type: none"> • TLW be able to find percent increase and decrease 	A.1.d; A.1.f
Key Concepts/Skills/Vocabulary: Percent change, percent increase, percent decrease, discount, markup. Notes on Moodle Site. Have students add these formulas to their notecard they created in Lesson 2.9.		
Chapter 2 Test and Review (found on Moodle site)		
Chapter 3 Inequalities		
Lesson 3.1 Graphing and Writing Inequalities	<ul style="list-style-type: none"> • TLW be able to identify solutions of inequalities in one variable • TLW be able to write and graph inequalities in one variable 	D.1.d; D.2.a
Key Concepts/Skills/Vocabulary: Inequality, solution of an inequality. Notes are on Moodle Site. Make sure students know how to create a proper real number line.		
Lesson 3.2 Solving Inequalities by Adding or Subtracting	<ul style="list-style-type: none"> • TLW be able to solve one-step inequalities by using addition or subtraction 	C.1.; C.1.c; D.1.a; D.2.a
Key Concepts/Skills/Vocabulary: Properties of Inequality: Addition and Subtraction. Notes on Moodle Site. *No flipping inequality here! * This lesson should be done in conjunction with Lesson 3.3.		
Lesson 3.3 Solving Inequalities by Multiplying or Dividing	<ul style="list-style-type: none"> • TLW be able to solve one-step inequalities by using multiplication or division 	D.1.a; D.2.a
Key Concepts/Skills/Vocabulary: Properties of Inequality: Multiplication and Division Notes on Moodle Site. * Should be taught in conjunction with Lesson 3.2.		

Lesson 3.4 Solving Two-Step and Multi-Step Inequalities	<ul style="list-style-type: none"> TLW be able to solve inequalities that contain more than one operation 	A.1.a; D.1.a; D.1.d; D.2.a
Key Concepts/Skills/Vocabulary: *Remind students of the steps for solving equations are the same here except that you have to flip the inequality when dealing with multiplying or dividing by a negative real number. Notes on Moodle site. *Give them a variety of practice problems here to work on in class.		
Homework Checker Quiz (Found on Moodle site) – Meant for a Monday/Friday		
Lesson 3.5 Solving Inequalities with Variable on Both Sides	<ul style="list-style-type: none"> TLW be able to solve inequalities that contain variable terms on both sides 	D.1.a; D.1.d; D.2.a
Key Concepts/Skills/Vocabulary: * Remind the students about "Little Johnny" steps, and flipping the sign when multiplying and dividing by a negative real number to solve. Notes on Moodle site.		
Lesson 3.6 Solving Compound Inequalities	<ul style="list-style-type: none"> TLW be able to solve compound inequalities in one variable TLW be able to graph solution sets of compound inequalities in one variable 	B.1.b; D.1.a; D.1.d; D.2.a
Key Concepts/Skills/Vocabulary: Compound inequality, intersection, union. Notes on Moodle. * Make sure students are clear on when to use the appropriate dots on the number line and how to shade. Talk about the overlap being intersections and the no overlap being unions.		
Chapter 3 Test and Review (found on Moodle site)		
Chapter 4 Functions		
Lesson 4.1 Graphing Relationships	<ul style="list-style-type: none"> TLW be able to match simple graphs with situations TLW be able to graph a relationship 	B.1.c
Key Concepts/Skills/Vocabulary: Continuous graph, discrete graphs. Notes on Moodle site. * Use a group demonstration to illustrate a graph. Do many different examples.		
Lesson 4.2 Relations and Functions	<ul style="list-style-type: none"> TLW be able to identify functions TLW be able to find the domain and range of relations and functions 	D.2.b; D.2.d
Key Concepts/Skills/Vocabulary: Relation, domain, range, function. Notes on Moodle Site. Tables, Mapping Diagrams, and graphs are the three types of representations we will use.		

Lesson 4.3 Writing Functions	<ul style="list-style-type: none"> TLW be able to identify independent and dependent variables TLW be able to write an equation in function notation and evaluate a function for given input values 	D.2.b; D.2.c; D.2.i; G.1.f
<p>Key Concepts/Skills/Vocabulary: Independent variable, dependent variable, function rule, function notation. Notes on Moodle Site. * Use the "function machine."</p>		
Lesson 4.4 Graphing Functions	<ul style="list-style-type: none"> TLW be able to graph functions given a limited domain TLW be able to graph functions given a domain of all real numbers 	B.1.c; D.2.c; D.2.h; D.2.i
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site. * We are only using tables to graph at this point in time. We are not using the slope-intercept form yet.</p>		
Quiz 4.1 – 4.5 (found on Moodle site)		
Lesson 4.5 Scatter Plots and Trends Lines	<ul style="list-style-type: none"> TLW be able to create and interpret scatter plots TLW be able to use trend lines to make predictions 	G.1.b
<p>Key Concepts/Skills/Vocabulary: Scatter plot, correlation, positive correlation, negative correlation, no correlation, trend line. Notes on Moodle site. * This can be a really short lesson, so have a supplemental activity planned.</p>		
Lesson 4.6 Arithmetic Sequences	<ul style="list-style-type: none"> TLW be able to recognize and extend an arithmetic sequence TLW be able to find a given term of an arithmetic sequence 	G.1.c
<p>Key Concepts/Skills/Vocabulary: Sequence, term, arithmetic sequence, common difference Notes on Moodle. * Have them add the formula to their notecards for the semester exam on nth tem.</p>		
Chapter 4 Test and Review (found on Moodle site)		
Chapter 5		
Linear Functions		
Lesson 5.1 Identifying Linear Functions	<ul style="list-style-type: none"> TLW be able to identify linear functions and linear equations TLW be able to graph linear functions that represent real-world situations and give their domain and range 	D.2.d; D.2.b; D2.h*
<p>Key Concepts/Skills/Vocabulary: linear function, linear equation Notes on Moodle site.</p>		

*Demonstrate how to find out if it is linear using a table of values and the graph.		
Lesson 5.2 Using Intercepts	<ul style="list-style-type: none"> TLW be able to find x- and y- intercepts and interpret their meanings in real-world situations TLW be able to use x- and y- intercepts to graph lines 	D.2.h*
Key Concepts/Skills/Vocabulary: y-intercept x-intercept Notes on Moodle Site. *Describe importance of having 2 points to graph.		
Lesson 5.3 Rate of Change and Slope	<ul style="list-style-type: none"> TLW be able to find rates of change and slopes TLW be able to relate a constant rate of change to the slope of a line 	D.2.g*
Key Concepts/Skills/Vocabulary: rate of change, rise, run, slope Notes on Moodle Site. *Explain all methods of finding slope.		
Lesson 5.4 The Slope Formula	<ul style="list-style-type: none"> TLW be able to find slope by using the slope formula 	D.2.g*
Key Concepts/Skills/Vocabulary: Notes on Moodle site. $m = (y_2 - y_1) / (x_2 - x_1)$		
Lesson 5.5 Direct Variation	<ul style="list-style-type: none"> TLW be able to identify, write, and graph direct variation 	D.1.f
Key Concepts/Skills/Vocabulary: Direct variation, constant of variation Notes on Moodle site		
Quiz 5.1 – 5.5 (Found on Moodle Site)		
Lesson 5.6 Slope-Intercept Form	<ul style="list-style-type: none"> TLW be able to write a linear equation in slope-intercept form TLW be able to graph a line using slope-intercept form 	D.1.d; D.1.e; D.2.g*
Key Concepts/Skills/Vocabulary: Notes on Moodle site *Specify the $y=mx+b$		
Lesson 5.7 Point-Slope Form	<ul style="list-style-type: none"> TLW be able to graph a line and write a linear equation using point-slope form TLW be able to write a linear equation given two points 	D.1.e; D.2.g
Key Concepts/Skills/Vocabulary: Notes on Moodle site *Remind students that the end goal is slope-intercept form		
Lesson 5.8	<ul style="list-style-type: none"> TLW be able to identify and graph parallel and perpendicular lines 	D.2.g

Slope of Parallel and Perpendicular Lines	<ul style="list-style-type: none"> TLW be able to describe lines parallel or perpendicular to a given line 	
<p>Key Concepts/Skills/Vocabulary: Parallel lines, perpendicular lines Notes on Moodle Site *Give them the general relationships</p>		
Lesson 5.9 Transforming Linear Functions	<ul style="list-style-type: none"> TLW be able to describe how changing a slope and y-intercept affect the graph of a linear function 	No standards, but important prerequisite for Algebra II
<p>Key Concepts/Skills/Vocabulary: Family of functions, parent function, transformation, translation, rotation, reflection Notes on Moodle site *Explain the importance of this in future math courses (Algebra II)</p>		
Lesson EXT Absolute Value Functions (optional)	<ul style="list-style-type: none"> TLW be able to graph absolute value functions TLW be able to identify characteristics of absolute-value functions and their graphs 	D.1.b
<p>Key Concepts/Skills/Vocabulary: Absolute-value functions, axis of symmetry, vertex Notes on Moodle site *Not an essential for Algebra I, so if you are limited on time, skip this section. They will get this material in Algebra II</p>		
Review for Test		
Unit 5 Test (available on Moodle site)		
Chapter 6		
Systems of Equations and Inequalities		
Lesson 6.1 Solving Systems by Graphing	<ul style="list-style-type: none"> TLW be able to identify solutions of systems of linear equations in two variables TLW be able to solve systems of linear equations in two variables by graphing 	D.1.g*
<p>Key Concepts/Skills/Vocabulary: System of linear equations, solution of a system of linear equations Notes on Moodle Site *Describe that this is the least effective method, but the most visual/practical</p>		
Lesson 6.2 Solving Systems by Substitution	<ul style="list-style-type: none"> TLW be able to solve systems of linear equations in two variable by substitution 	D.1.g*
<p>Key Concepts/Skills/Vocabulary: Steps for solving by substitution Notes on Moodle Site *Layout the steps for them and do several examples</p>		
Lesson 6.3 Solving Systems by	<ul style="list-style-type: none"> TLW be able to solve systems of linear equations in two variables 	D.1.g*

Elimination	<p>by elimination</p> <ul style="list-style-type: none"> TLW be able to compare and choose an appropriate method for solving systems of linear equations 	
<p>Key Concepts/Skills/Vocabulary: Steps for solving by elimination Notes on Moodle Site *Give them a completed chart with all three methods for solving systems of linear equations</p>		
Lesson 6.4 Solving Special Systems	<ul style="list-style-type: none"> TLW be able to solve special systems of linear equations in two variables TLW be able to classify systems of linear equations and determine the number of solutions 	D.1.g*
<p>Key Concepts/Skills/Vocabulary: Inconsistent system, consistent system, independent system, dependent system Notes on Moodle Site *Give them a notecard with the rules for remembering the classifications of systems</p>		
Lesson 6.5 Solving Linear Inequalities	<ul style="list-style-type: none"> TLW be able to graph and solve linear inequalities in two variables 	D.2.e; D.1.g*
<p>Key Concepts/Skills/Vocabulary: Linear inequality, solution of a linear inequality Notes on Moodle Site</p>		
Lesson 6.6 Solving Systems of Linear Inequalities	<ul style="list-style-type: none"> TLW be able to graph and solve systems of linear inequalities in two variables 	D.2.e; D.1.g*
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle Site *Make sure to show them how to overlap the shading!</p>		
Review Day for Test (hand out Re-teach packet)		
Unit 6 Test (found on Moodle)		
Chapter 7		
Exponents and Polynomials		
Lesson 7.1 Integer Exponents	<ul style="list-style-type: none"> TLW be able to evaluate expressions containing zero and integer exponents TLW be able to simplify expressions containing zero and integer exponents 	C.1.a; F.1.a
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site *Start a list that will continue all unit with the properties of exponents on it</p>		
Lesson 7.2 Powers of 10 and	<ul style="list-style-type: none"> TLW be able to evaluate and multiply by powers of 10 	F.1.c; A.1.e

Scientific Notation	<ul style="list-style-type: none"> TLW be able to convert between standard notation and scientific notation 	
<p>Key Concepts/Skills/Vocabulary: Scientific Notation Notes on Moodle site *Relate to real-world as often as possible with examples. They tend to make the connection with Chemistry most frequently.</p>		
Lesson 7.3 Multiplication Properties of Exponents	<ul style="list-style-type: none"> TLW be able to use multiplication properties of exponents to evaluate and simplify expressions 	F.1.c; F.1.b; F.1.a
<p>Key Concepts/Skills/Vocabulary: List of exponent properties Notes on Moodle site *Add new properties to already existing list or notecard</p>		
Lesson 7.4 Division Properties of Exponents	<ul style="list-style-type: none"> TLW be able to use division properties of exponents to evaluate and simplify expressions 	F.1.c; F.1.b; F.1.a
<p>Key Concepts/Skills/Vocabulary: List of exponent properties Notes on Moodle site *Add new properties to list or notecard</p>		
Quiz 7.1 – 7.4 (available on Moodle)		
Lesson 7.5 Polynomials	<ul style="list-style-type: none"> TLW be able to classify polynomials and write polynomials in standard form TLW be able to evaluate polynomial expressions 	C.1.d; C.1.e
<p>Key Concepts/Skills/Vocabulary: Monomial, degree of a monomial, polynomial, degree of a polynomial, standard form of a polynomial, leading coefficient, quadratic, cubic, binomial, trinomial Notes on Moodle site *Make a chart for classifying polynomials</p>		
Lesson 7.6 Adding and Subtracting Polynomials	<ul style="list-style-type: none"> TLW be able to add and subtract polynomials 	C.1.d
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site</p>		
Lesson 7.7 Multiplying Polynomials	<ul style="list-style-type: none"> TLW be able to multiply polynomials 	C.1.f
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site</p>		
Lesson 7.8	<ul style="list-style-type: none"> TLW be able to find special 	C.1.f; E.1.a

Special Products of Binomials	products of binomials	
Key Concepts/Skills/Vocabulary: Perfect-square trinomial, difference of two squares Notes on Moodle site *Highlight that it is still important to use the regular steps when solving these binomials		
Review for Test		
Unit 7 Test (available on Moodle)		
Chapter 8		
Factoring Polynomials		
Lesson 8.1 Factors and Greatest Common Factors	<ul style="list-style-type: none"> TLW be able to write the prime factorization of numbers TLW be able to find the GCF of nomials 	A.1.b; C.1.e
Key Concepts/Skills/Vocabulary: Prime factorization, greatest common factor Notes on Moodle site *Show all of the methods for finding GCF		
Lesson 8.2 Factoring by GCF	<ul style="list-style-type: none"> TLW be able to factor polynomials by using the greatest common factor 	E.1.b; E.1.a
Key Concepts/Skills/Vocabulary: Notes on Moodle site		
Lesson 8.3 Factoring $x^2 + bx + c$	<ul style="list-style-type: none"> TLW be able to factor quadratic trinomials of the form $x^2 + bx + c$ 	C.1.e; E.1.a; E.1.b
Key Concepts/Skills/Vocabulary: Guess and Check Notes on Moodle site *Set up chart to show what signs the factors will be depending on "a" and "c"		
Lesson 8.4 Factoring $ax^2 + bx + c$	<ul style="list-style-type: none"> TLW be able to factor quadratic trinomials of the form $ax^2 + bx + c$ 	C.1.e; E.1.a; E.1.b
Key Concepts/Skills/Vocabulary: Notes on Moodle site *Re-use the chart here to help with the factor signs		
Lesson 8.5 Factoring special products	<ul style="list-style-type: none"> TLW be able to factor perfect-square trinomials TLW be able to factor the difference of two squares 	E.1.a
Key Concepts/Skills/Vocabulary: What is a perfect-square trinomial? What is a difference of two squares? Notes on Moodle site *Highlight the importance of memorizing the two rules and shortcuts		
Lesson 8.6 Choosing a	<ul style="list-style-type: none"> TLW be able to choose an appropriate method for factoring a polynomial 	C.1.e; E.1.a; E.1.b

Factoring Method	<ul style="list-style-type: none"> TLW be able to combine methods for factoring a polynomial 	
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site *Recreate a table that now includes all of the steps for factoring a polynomial. Come up with some creative acronym!</p>		
Review for Test 8		
Unit 8 Test (available on Moodle)		
Chapter 9		
Quadratic Functions and Equations		
Lesson 9.1 Identifying Quadratic Functions	<ul style="list-style-type: none"> TLW be able to identify quadratic functions and determine whether they have a minimum or maximum TLW be able to graph a quadratic function and give its domain range 	E.2.a; E.2.b
<p>Key Concepts/Skills/Vocabulary: Quadratic function, parabola, vertex, minimum, maximum, domain, range Notes on Moodle site</p>		
Lesson 9.2 Characteristics of Quadratic Functions	<ul style="list-style-type: none"> TLW be able to find the zeros of a quadratic function from its graph TLW be able to find the axis of symmetry and the vertex of a parabola 	E.2.b
<p>Key Concepts/Skills/Vocabulary: Zero of a function, Axis of symmetry Notes on Moodle site *Have students create a notecard to help remember the rules for solving quadratic functions (axis of symmetry and vertex)</p>		
Lesson 9.3 Graphing Quadratic Functions	<ul style="list-style-type: none"> TLW be able to graph a quadratic function in the form of $y=ax^2+bx+c$ 	E.1.c
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site *Explain the "buy one, get one" philosophy when graphing</p>		
Lesson 9.4 Transforming Quadratic Functions	<ul style="list-style-type: none"> TLW be able to graph and transform quadratic functions 	E.1.a
<p>Key Concepts/Skills/Vocabulary: Notes on Moodle site *Make a list of the general rules for the three main transformations (reflection, translation, stretch/compress)</p>		
Quiz 9.1 – 9.4 (available on Moodle)		
Lesson 9.5 Solving Quadratic Equations by	<ul style="list-style-type: none"> TLW be able to solve quadratic equations by graphing 	E.1.c

Graphing		
Key Concepts/Skills/Vocabulary: Quadratic equation Notes on Moodle site *Zeros will be the solutions to the equation		
Lesson 9.6 Solving Quadratic Equations by Factoring	<ul style="list-style-type: none"> TLW be able to solve quadratic equations by factoring 	E.1.c
Key Concepts/Skills/Vocabulary: Zero Product Property Notes on Moodle site *Re-visit the list of factoring steps from Unit 8!		
Lesson 9.7 Solving Quadratic Equations by Using Square Root	<ul style="list-style-type: none"> TLW be able to solve quadratic equations by using square roots 	E.1.c
Key Concepts/Skills/Vocabulary: Square-Root Property Notes on Moodle site *Must have +/- for square root answers		
Lesson 9.8 Completing the square	<ul style="list-style-type: none"> TLW be able to solve quadratic equations by completing the square 	E.1.c
Key Concepts/Skills/Vocabulary: Completing the square Notes on Moodle site ** $(b/2)^2$		
Lesson 9.9 The Quadratic Formula and the Discriminant	<ul style="list-style-type: none"> TLW be able to solve quadratic equations using the Quadratic Formula TLW be able to determine the number of solutions of a quadratic equation by using the discriminant 	E.1.c
Key Concepts/Skills/Vocabulary: Discriminant Notes on Moodle site *Explain that finding the discriminant first when solving using the Quadratic Formula makes life easier always!		
Review for Test		
Unit 9 Test (available on Moodle site)		
Chapter 10		
Data Analysis and Probability		
Lesson 10.1 Organizing and	<ul style="list-style-type: none"> TLW be able to organize data in tables and graphs 	G.1.b

Displaying Data	<ul style="list-style-type: none"> TLW be able to choose a table or graph to display data 	
<p>Key Concepts/Skills/Vocabulary: Bar graph, line graph, circle graph Notes on Moodle site</p>		
Lesson 10.2 Frequency and Histograms	<ul style="list-style-type: none"> TLW be able to create stem-and-leaf plots TLW be able to create frequency tables and histograms 	G.1.b
<p>Key Concepts/Skills/Vocabulary: Stem-and-leaf plot, frequency, frequency tables, histogram, cumulative frequency Notes on Moodle site *Do several visual examples to help students recognize stem-and-leaf plots versus histograms</p>		
Lesson 10.3 Data Distributions	<ul style="list-style-type: none"> TLW be able to describe the central tendency of a data set TLW be able to create box-and-whisker plots 	G.1.a
<p>Key Concepts/Skills/Vocabulary: Mean, median, mode, range, outlier, quartile, interquartile range (IQR), box-and-whisker plot Notes on Moodle site *Use real-world examples frequently</p>		
Lesson 10.4 Misleading Graphs and Statistics	<ul style="list-style-type: none"> TLW be able to recognize misleading graphs TLW be able to recognize misleading statistics 	G.1.b
<p>Key Concepts/Skills/Vocabulary: Random sample Notes on Moodle site *Be able to identify just by looking at the x and y labels and by observing the graphs</p>		
<p>10.1 – 10.4 Project (available on Moodle)</p>		
Lesson 10.5 Experimental Probability	<ul style="list-style-type: none"> TLW be able to determine the experimental probability of an event TLW be able to use experimental probability to make predictions 	G.1.e
<p>Key Concepts/Skills/Vocabulary: Experiment, trial, outcome, sample space, event, probability, experimental probability, prediction Notes on Moodle site *Use coins or dice to help students visualize probability</p>		
Lesson 10.6 Theoretical Probability	<ul style="list-style-type: none"> TLW be able to determine the theoretical probability of an event TLW be able to convert between probabilities and odds 	G.1.e
<p>Key Concepts/Skills/Vocabulary: Equally likely, theoretical probability, fair, complement, odds Notes on Moodle site *Give them the formula</p>		
Lesson 10.7	<ul style="list-style-type: none"> TLW be able to find the 	G.1.f

Independent and Dependent Events	probability of independent and dependent events	
Key Concepts/Skills/Vocabulary: Independent events, dependent events Notes on Moodle site		
Lesson 10.8 Combinations and Permutations	<ul style="list-style-type: none"> TLW be able to solve problems involving permutations and combinations 	G.1.e
Key Concepts/Skills/Vocabulary: Compound event, permutation, combination Notes on Moodle site *Give them the formulas for both permutations and combinations		
Review for 10.5 – 10.8 Quiz		
10.5 – 10.8 Quiz (available on Moodle site)		
Chapter 11/12		
Radical Functions and Rational Functions (OPTIONAL?)		
Lesson 11.5 Square-Root Functions	<ul style="list-style-type: none"> TLW be able to identify square-root functions and their domains and ranges TLW be able to graph square-root functions 	F.1.e; F.1.f; F.1.g
Key Concepts/Skills/Vocabulary: Square-root function Notes on Moodle site		
Lesson 11.5 Square-Root Functions	<ul style="list-style-type: none"> TLW be able to identify square-root functions and their domains and ranges TLW be able to graph square-root functions 	F.1.e; F.1.f; F.1.g
Key Concepts/Skills/Vocabulary: Square-root function Notes on Moodle site		
Lesson 11.6 Radical Expression	<ul style="list-style-type: none"> TLW be able to simplify radical expressions 	F.1.e; F.1.f; F.1.g
Key Concepts/Skills/Vocabulary: Radical expressions, radicand, radical Notes on Moodle site		
Lesson 11.7 Adding and Subtracting Radical Expressions	<ul style="list-style-type: none"> TLW be able to add and subtract radical expressions 	F.1.e; F.1.f; F.1.g
Key Concepts/Skills/Vocabulary: Like radicals Notes on Moodle site		
Lesson 11.8 Multiplying and	<ul style="list-style-type: none"> TLW be able to multiply and divide radical expressions TLW be able to rationalize 	F.1.e; F.1.f; F.1.g

Dividing Radical Expressions	denominators	
Key Concepts/Skills/Vocabulary: Notes on Moodle site		
Lesson 12.1 Inverse Variation	<ul style="list-style-type: none"> TLW be able to identify, write, and graph inverse variations 	F.1.a; F.1.b; F.1.c; F.1.d
Key Concepts/Skills/Vocabulary: Inverse variation Notes on Moodle site		
Lesson 12.2 Rational Functions	<ul style="list-style-type: none"> TLW be able to identify excluded values of rational functions TLW be able to graph rational functions 	F.1.a; F.1.b; F.1.c; F.1.d
Key Concepts/Skills/Vocabulary: Rational function, excluded value, discontinuous function, asymptote Notes on Moodle site		
Lesson 12.3 Simplifying Rational Expressions	<ul style="list-style-type: none"> TLW be able to simplify rational expressions TLW be able to identify excluded values of rational expressions 	F.1.a; F.1.b; F.1.c; F.1.d
Key Concepts/Skills/Vocabulary: Rational expressions Notes on Moodle site		
Lesson 12.4 Multiplying and Dividing Rational Functions	<ul style="list-style-type: none"> TLW be able to multiply and divide rational expressions 	F.1.a; F.1.b; F.1.c; F.1.d
Key Concepts/Skills/Vocabulary: Notes on Moodle site		
Lesson 12.5 Adding and Subtracting Rational Functions	<ul style="list-style-type: none"> TLW be able to add and subtract rational expressions with like denominators and with unlike denominators 	F.1.a; F.1.b; F.1.c; F.1.d
Key Concepts/Skills/Vocabulary: Notes on Moodle site *Go over the rules for adding/subtracting rational expressions		
Review for Test on 11.5 – 11.8, 12.1 – 12.5		
Test on 11.5 – 11.8, 12.1 – 12.5 (available on Moodle)		

Resources/Materials

- Textbook: *Algebra I* – Holt
- Graphing Calculators: TI-83 or similar

Michigan High School Content Expectations & Strands

A. Prerequisites
1. Skills Acquired by Students in a Previous Course and Refined in This Course
a. Set up and solve problems following the correct order of operations (including proportions, percent, and absolute value) with rational numbers (integers, fractions, decimals)
b. Find the greatest common factor and least common multiple of a set of whole numbers
c. Use rational numbers to demonstrate knowledge of additive and multiplicative inverses
d. Simplify ratios
e. Use scientific notation when working with very large or very small quantities
f. Add, subtract, multiply, and divide rational numbers, including integers, fractions, and decimals, without calculators
B. Exploring the Skills and Strategies Underlying Mathematics
1. Mathematical Processes Learned in the Context of Increasingly Complex Mathematical and Real-World Problems (Note: These mathematical processes are the same for Algebra 1, Geometry, Algebra II, and Precalculus.)
a. Apply problem-solving skills (e.g., identifying irrelevant or missing information, making conjectures, extracting mathematical meaning, recognizing and performing multiple steps when needed, verifying results in the context of the problem) to the solution of real world problems.
b. Use a variety of strategies to set up and solve increasingly complex problems
c. Represent data, real-world situations, and solutions in increasingly complex contexts (e.g., expressions, formulas, tables, charts, graphs, relations, functions) and understand the relationships
d. Use the language of mathematics to communicate increasingly complex ideas orally and in writing, using symbols and notations correctly
e. Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems
f. Make mathematical connections among concepts, across disciplines, and in everyday experiences
g. Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)
h. Apply previously learned algebraic and geometric concepts to more advanced problems
C. Establishing Number Sense and Operation Skills
1. Foundations
a. Evaluate and simplify expressions requiring addition, subtraction, multiplication, and division with and without grouping symbols
b. Translate real-world problems into expressions using variable to represent values
c. Apply algebraic properties (e.g., commutative, associative, distributive, identity, inverse, substitution) to simplify algebraic expressions
d. Add and subtract polynomials
e. Factor a monomial from a polynomial
f. Multiply monomials, binomials, trinomials, and polynomials

D. Exploring Expressions, Equations, and Functions in the First Degree
1. Expressions, Equations, and Inequalities
a. Solve single-step and multistep equations and inequalities in one variable
b. Solve equations that contain absolute value
c. Solve formulas for a specified variable
d. Write and graph linear equations and inequalities from real-world situations (e.g., a constant-rate distance/time problem)
e. Write linear equations in standard form and slope-intercept form when given two points, a point and the slope, or the graph of the equation
f. Identify, formulate, and obtain solutions to problems involving direct and inverse variation
g. Solve systems of two equations using various methods, including elimination, substitution, and graphing with and without technology
2. Graphs, Relations, and Functions
a. Graph linear inequalities in one variable on the real number line to solve problems
b. Give the domain and range of relations and functions
c. Evaluate functions at given values
d. Identify graphs of relations and functions and analyze them to determine whether a relation is a function (e.g., vertical line test)
e. Graph linear inequalities with two variables on the standard (x, y) coordinate plane
f. Use the terminology associated with the Cartesian plane in describing points and lines
g. Recognize the concept of slope as a rate of change and determine the slope when given the equation of a line in standard form or slope-intercept form, the graph of a line, two points, or a verbal description
h. Graph a linear equation using a table of values, x - and y -intercepts, slope-intercept form, and technology
i. Translate between different representations of relations and functions: graphs, equations, sets of ordered pairs, verbal descriptions, and tables
E. Exploring Quadratic Equations and Functions
1. Equations and Inequalities
a. Factor perfect square trinomials and the difference of two squares
b. Factor trinomials in the form $ax^2 + bx + c$
c. Solve quadratic equations using multiple methods, including graphing, factoring, and the square root principle
2. Graphs, Relations, and Functions
a. Identify graphs of quadratic functions
b. Relate factors, solutions (roots), zeros of related functions, and x -intercepts in equations that arise from quadratic functions
F. Exploring Advanced Functions
1. Rational and Radical Expressions, Equations, and Functions
a. Use properties of exponents (including zero and negative exponents) to evaluate and simplify expressions
b. Evaluate and simplify rational expressions
c. Add, subtract, multiply, and divide rational expressions
d. Find rational number square roots (without calculators) and approximate irrational square roots (with and without calculators)

e. Evaluate and simplify radical expressions
f. Multiply radical expressions
g. Simplify an algebraic quotient by rationalizing an irrational monomial denominator
G. Organizing and Analyzing Data and Applying Probability
1. Data Relations, Probability, and Statistics
a. Identify the effect on mean, median, mode, and range when a set of data is changed
b. Interpret data from line, bar, and circle graphs, histograms, scatterplots, box-and-whisker plots, stem-and-leaf plots, and frequency tables to draw inferences and make predictions
c. Identify arithmetic sequences and patterns in a set of data
d. Identify patterns of growth (e.g., patterns of exponential growth) in a set of data
e. Find the probability of a simple event
f. Distinguish between independent and dependent events
g. Identify an approximate line of best fit to model data and make predictions
h. Identify the most efficient way to display data

GEOMETRY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10

Prerequisites: Successful completion of Algebra I or permission of the mathematics department.

Students will study units involving geometric reasoning, polygon relationships, similarity, trigonometric laws, area of figures, algebraic reasoning, geometric proofs, circles, spatial reasoning, and transformations.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Foundations of Geometry	<ul style="list-style-type: none"> • TLW identify and name the undefined terms and apply basic facts about points, lines, and planes. • TLW understand the relationship between segments and midpoints. • TLW name and classify angles and understand relationships between pairs of angles. • TLW apply formulas for 	L3.1.3; G1.1.3; G1.1.4; G1.1.5; G1.1.6; G3.1.1; G3.1.2; G3.2.1

	<p>perimeter, area, and circumference in a given context.</p> <ul style="list-style-type: none"> • TLW use the distance formula, midpoint formula, and Pythagorean Theorem to find the distance between two points. • TLW identify and graph transformations in the coordinate plane. 	
<p>Unit 2 Geometric Reasoning</p>	<ul style="list-style-type: none"> • TLW use inductive reasoning to identify patterns and make conjectures and use counterexamples to disprove conjectures. • TLW identify, write, and analyze the truth value of conditional statements and related conditional statements (inverse, converse, etc.) • TLW apply the Law of Detachment and Law of Syllogism in logical reasoning. • TLW write and analyze bi-conditional statements. • TLW use properties of equality to write algebraic proofs. • TLW identify properties of equality and congruence. • TLW write two column proofs, paragraph proofs, and use flowcharts to prove geometric theorems using deductive reasoning. • TLW use symbolic logic to analyze the truth value of compound statements. 	<p>L3.1.1; L3.1.2; L3.1.3; L3.2.1; L3.2.2; L3.2.3; L3.2.4; L3.3.1; L3.3.3</p>
<p>Unit 3 Parallel and Perpendicular Lines</p>	<ul style="list-style-type: none"> • TLW identify parallel, perpendicular, and skew lines. • TLW identify angle pairs formed by two lines and a transversal. • TLW solve multi-step problems and write geometric proofs involving parallel lines and angle pairs. • TLW use the angle pairs formed by a transversal to conclude that two lines are parallel. • TLW solve multi-step problems 	<p>G1.1.1; G1.1.2</p>

	<p>and prove theorems about perpendicular lines.</p> <ul style="list-style-type: none"> • TLW calculate the slope of a line to determine whether two lines are parallel or perpendicular. • TLW graph lines and write their equations in slope-intercept and point-slope form. 	
<p>Unit 4 Triangle Congruence</p>	<ul style="list-style-type: none"> • TLW use triangle classification to find angle measures and side lengths. • TLW solve multi-step problems to find the measures of interior and exterior angles using the Triangle Sum Theorem, Exterior Angle Theorem, and the Third Angles Theorem. • TLW use properties of congruent triangles to prove that two triangles are congruent. • TLW use SSS, SAS, ASA, AAS, and HL to prove triangle congruence. • TLW solve multi-step problems using CPCTC to prove parts of triangles are congruent. • TLW prove geometric concepts using coordinate proof. • TLW apply properties of isosceles and equilateral triangles to solve multi-step problems. 	<p>G1.2.1; G1.2.2; G2.3.1; G2.3.2</p>
<p>Unit 5 Properties and Attributes of Triangles</p>	<ul style="list-style-type: none"> • TLW prove and apply theorems and properties about perpendicular and angle bisectors. • TLW apply properties about medians and altitudes of triangles to solve multi-step problems. • TLW prove and apply properties of triangle mid-segments. • TLW use indirect proofs to develop angle-side relationships in triangles. • TLW apply inequalities in triangles to solve multi-step problems. • TLW use Pythagorean Theorem and its converse to solve multi- 	<p>L1.1.6; L3.3.2; G1.2.2; G.1.2.3; G1.2.4; G1.2.5</p>

	<p>step problems.</p> <ul style="list-style-type: none"> TLW justify and apply properties of $45^\circ - 45^\circ - 90^\circ$ and $30^\circ - 60^\circ - 90^\circ$ triangles. 	
Unit 6 Polygons and Quadrilaterals	<ul style="list-style-type: none"> TLW classify polygons based on their sides and angle and find measures of interior and exterior angles of polygons. TLW prove and apply properties of parallelograms to solve problems. TLW use various properties to prove that a given quadrilateral is a parallelogram, rectangles, rhombus, or a square. TLW prove properties of rectangles, rhombuses, and squares and apply them to solve multi-step problems. TLW prove and apply properties of kites and trapezoids to solve multi-step problems. 	G1.4.1; G1.4.2; G1.4.3; G1.4.4
Unit 7 Similarity	<ul style="list-style-type: none"> TLW write and simplify ratios and use proportions to solve problems. TLW identify similar polygons and apply properties to solve problems. TLW prove certain triangles are similar using AA, SSS, and SAS and use to solve multi-step problems. TLW apply triangle proportionality and angle bisectors theorems to solve multi-step problems. TLW use ratios to make indirect measurements, and use scale drawings to solve problems. TLW use coordinate proof to prove figures are similar. 	G2.3.3; G2.3.4; G2.3.5
Unit 8 Right Triangles and Trigonometry	<ul style="list-style-type: none"> TLW use geometric means to find segment lengths in right triangles and apply similarity relationships in right triangles to solve problems. TLW use trigonometric ratios to find side lengths and angle measures in right triangles and 	G.1.2.3; G1.3.1; G1.3.2; G1.3.3

	<p>solve real-world problems.</p> <ul style="list-style-type: none"> • TLW solve problems involving angles of elevation and depression. • TLW apply the Law of Sines and Law of Cosines to solve triangles. 	
<p>Unit 9 Extending Perimeter, Circumference, and Area</p>	<ul style="list-style-type: none"> • TLW develop and apply formulas for the areas of triangles, special quadrilaterals, and regular polygons to solve multi-step problems. • TLW develop and apply formulas for the area and circumference of a circle to solve multi-step problems. • TLW apply the Area Addition Postulate to find the areas of composite figures. • TLW use composite figures to estimate the areas of irregular shapes. • TLW find the perimeters and areas of figures in the coordinate plane. • TLW describe the effect on perimeter and area when one or more dimensions of a figure are changed. • TLW apply the relationships between perimeter and area in problem solving. • TLW calculate geometric probability to predict results in real-world situations. 	<p>L2.3.1; G1.5.1; G1.5.2; G2.1.1; G2.1.2</p>
<p>Unit 10 Spatial Reasoning</p>	<ul style="list-style-type: none"> • TLW classify three-dimensional figures according to their properties. • TLW use nets and cross sections to analyze three-dimensional figures. • TLW draw and recognize three-dimensional figures. • TLW apply Euler's formula to find the number of vertices, edges, and faces of a polyhedron. • TLW develop and apply the distance and midpoint formulas in three dimensions. 	<p>G1.8.1; G1.8.2; G2.2.1; G2.2.2</p>

	<ul style="list-style-type: none"> • TLW apply the formula for the surface area of a prism, cylinder, pyramid, cone, and sphere. • TLW apply the formula of the volume of a prism, cylinder, pyramid, cone, and sphere. 	
Unit 11 Circles	<ul style="list-style-type: none"> • TLW identify and apply tangents, secants, arcs, and chords to solve problems. • TLW find the area of sectors and find arc lengths. • TLW find the measure of an inscribed angle and use their properties to solve problems. • TLW find the measures of angles measures formed by lines that intersect circles and apply it to problems. • TLW find the lengths of segments formed by lines that intersect circles and apply it to problems. • TLW write and graph equations of circles in the coordinate plane. 	G1.6.1; G1.6.2; G1.6.3; G1.6.4

Resources/Materials

- Textbook: *Geometry* – Holt
- Graphing Calculators: TI-83 or similar

Michigan High School Content Expectations & Strands

Standard L1	Reasoning About Numbers, Systems, and Quantitative Situations
L1.1	Number Systems and Number Sense
L1.1.6	Explain the importance of the irrational numbers $\sqrt{2}$ and $\sqrt{3}$ in basic right triangle trigonometry, and the importance of π because of its role in circle relationships
L1.2	Representations and Relationships
L1.2.3	Use vectors to represent quantities that have magnitude and direction, interpret direction and magnitude of a vector numerically, and calculate the sum and difference of two vectors
Standard L2	Calculation, Algorithms, and Estimation
L2.3	Measurement Units, Calculations, and Scales
L2.3.1	Convert units of measurement within and between systems;

	explain how arithmetic operations on measurements affect units, and carry units through calculations correctly
Standard L3	Mathematical Reasoning, Logic, and Proof
L3.1	Mathematical Reasoning
L3.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each
L3.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic
L3.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each
L3.2	Language of Laws and Logic
L3.2.1	Know and use the terms of basic logic
L3.2.2	Use the connectives "not," "and," "or," and "if..., then," in mathematical and everyday settings; know the truth table of each connective and how to logically negate statements involving these connectives
L3.2.3	Use the quantifiers "there exists" and "all" in mathematical and everyday settings and know how to logically negate statements involving them
L3.2.4	Write the converse, inverse, and contrapositive of an "if..., then..." statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not
L3.3	Proof
L3.3.1	Know the basic structure for the proof of an "if..., then..." statement (assuming the hypothesis and ending with the conclusion) and that proving the contrapositive is equivalent
L3.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement
L3.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied
Standard G1	Figures and Their Properties
G1.1	Lines and Angles; Basic Euclidean and Coordinate Geometry
G1.1.1	Solve multistep problems and construct proofs involving vertical angles, linear pairs of angles, supplementary angles, complementary angles, and right angles
G1.1.2	Solve multistep problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior

	angles, and same-side (consecutive) interior angles
G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass
G1.1.4	Given a line and a point, construct a line through the point that is parallel to the original line using straightedge and compass; given a line and a point, construct a line through the point that is perpendicular to the original line; justify the steps of the constructions
G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint
G1.1.6	Recognize Euclidean geometry as an axiom system; know the key axioms and understand the meaning of and distinguish between undefined terms, axioms, definitions, and theorems
G1.2	Triangles and Their Properties
G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles
G1.2.2	Construct and justify arguments and solve multistep problems involving angle measure, side length, perimeter, and area of all types of triangles
G.1.2.3	Know a proof of the Pythagorean Theorem, and use the Pythagorean Theorem and its converse to solve multi-step problems
G1.2.4	Prove and use the relationships among the side lengths and the angles of $30^\circ - 60^\circ - 90^\circ$ - triangles and $45^\circ - 45^\circ - 90^\circ$ triangles
G1.2.5	Solve multistep problems and construct proofs about the properties of medians, altitudes and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using the straightedge and compass, construct these lines
G1.3	Triangles and Trigonometry
G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles
G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle Θ using the formula $\text{Area} = (1/2)ab\sin \Theta$
G1.3.3	Determine the exact values of sine, cosine, and tangent for 0° , 30° , 45° , and 60° , and their integer multiples and apply in various contexts
G1.4	Quadrilaterals and Their Properties
G1.4.1	Solve multistep problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids

G1.4.2	Solve multistep problems and construct proofs involving quadrilaterals using Euclidean methods or coordinate geometry
G1.4.3	Describe and justify hierarchical relationships among quadrilaterals
G1.4.4	Prove theorems about the interior and exterior angle sums of a quadrilateral
G1.5	Other Polygons and Their Properties
G1.5.1	Know and use subdivision or circumscription methods to find areas of polygons
G1.5.2	Know, justify, and use formulas for the perimeter and area of a regular n -gon and formulas to find interior and exterior angles of a regular n -gon and their sums
G1.6	Circles and Their Properties
G1.6.1	Solve multistep problems involving circumferences and area of circles
G1.6.2	Solve problems and justify arguments about chords and lines tangent to circles
G1.6.3	Solve problems and justify arguments about central angles, inscribed angles, and triangles in circles
G1.6.4	Know and use properties of arcs and sectors, and find lengths of arcs and areas of sectors
G1.8	Three-Dimensional Figures
G1.8.1	Solve multistep problems involving surface area and volume of pyramids, prisms, cones, cylinders, hemispheres, and spheres
G1.8.2	Identify symmetries of pyramids, prisms, cones, cylinders, hemispheres, and spheres
Standard G2	Relationships between Figures
G2.1	Relationships between Area and Volume Formulas
G2.1.1	Know and demonstrate the relationships between the area formula of a triangle, the area formula of a parallelogram, and the area formula of a trapezoid
G2.1.2	Know and demonstrate the relationships between the area formulas of various quadrilaterals
G2.2	Relationships between Two-Dimensional and Three-Dimensional Representations
G2.2.1	Identify or sketch a possible three-dimensional figure, given two-dimensional views; create a two-dimensional representation of a three-dimensional figure
G2.2.2	Identify or sketch cross sections of three-dimensional figures; identify or sketch solids formed by revolving two-dimensional figures around lines
G2.3	Congruence and Similarity
G2.3.1	Prove that triangles are congruent using the SSS, SAS, ASA, and

	AAS criteria and that right triangles are congruent using the hypotenuse-leg criterion
G2.3.2	Use theorems about congruent triangles to prove additional theorems and solve problems, with and without use of coordinates
G2.3.3	Prove that triangles are similar by using SSS, SAS, and AA conditions for similarity
G2.3.4	Use theorems about similar triangles to solve problems with and without use of coordinates
G2.3.5	Know and apply the theorem stating that the effect of a scale factor of k relating one two-dimensional figure to another or one three-dimensional figure to another, on the length, area, and volume of the figures, is to multiply each by k , k^2 , and k^3 , respectively
Standard G3	Transformations of Figures in the Plane
G3.1	Distance-preserving Transformations Isometrics
G3.1.1	Define reflection, rotation, translation, and glide reflection and find the image of a figure under a given isometry
G3.1.2	Given two figures that are images of each other under an isometry, find the isometry and describe it completely
G3.1.3	Find the image of a figure under the composition of two or more isometries and determine whether the resulting figure is a reflection, rotation, translation, or glide reflection image of the original figure ¹
G3.2	Shape-preserving Transformations: Dilations and Isometrics
G3.2.1	Know the definition of dilation and find the image of a figure under a given dilation
G3.2.2	Given two figures that are images of each other under some dilation, identify the center and magnitude of the dilation

ALGEBRA II:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10-11

Prerequisites: Successful completion of Algebra and Geometry or admitted in with department approval. Basic knowledge of and experience with graphing calculators.

This course is a more advanced Algebra class. Students will practice advanced skills in number and operations, solving equations, patterns and relations, linear functions, exponential functions, quadratic functions, and probability simulations. Students will also study matrices, logarithmic functions, and radical and rational functions.

Course Syllabus

Units of Instruction	Learner Objectives	Quality Core Standards
Chapter 1		
Foundations for Functions		
Holt Section 1.1 Sets of Numbers	<ul style="list-style-type: none"> Classify and order real numbers 	A.1.a
Holt Section 1.2 Properties of Real Numbers	<ul style="list-style-type: none"> Identify and use properties of real numbers 	A.1.a
Holt Section 1.3 Square Roots	<ul style="list-style-type: none"> Estimate square roots Simplify, add, subtract, multiply, and divide square roots 	B.1.e; G.1.d; G.1.e
Holt Section 1.4 Simplifying Algebraic Expressions	<ul style="list-style-type: none"> Simplify and evaluate algebraic expressions 	A.1.a; A.1.b
Holt Section 1.5 Properties of Exponents	<ul style="list-style-type: none"> Simplify expressions involving exponents Use scientific notation 	A.1.a
Holt Section 1.6 Relations and Functions	<ul style="list-style-type: none"> Identify the domain and range of relations and functions Determine whether a relation is a function 	C.1.d
Holt Section 1.7 Function Notation	<ul style="list-style-type: none"> Write functions using function notation Evaluate and graph functions 	B.1.c; B.1.d
Holt Section 1.8 Exploring Transformations	<ul style="list-style-type: none"> Apply transformations to points and sets of points Interpret transformations of real-world data 	B.1.a; E.2.b
Holt Section 1.9 Introduction to Parent Functions	<ul style="list-style-type: none"> Identify parent functions from graphs and equations Used parent functions to model real-world data and make estimates for unknown values 	B.1.f
Chapter 2		
Linear Functions		
Holt Section 2.1 Solving Linear Equations and Inequalities	<ul style="list-style-type: none"> Solve linear equations using a variety of methods Solve linear inequalities 	A.1.d
Holt Section 2.2 Proportional Reasoning	<ul style="list-style-type: none"> Apply proportional relationships to rates, similarity, and scale 	A.1.d

Holt Section 2.3 Graphing Linear Functions	<ul style="list-style-type: none"> Determine whether a function is linear Graph a linear function giving two points, a table, an equation, or a point and slope 	A.1.f; A.1.g
Holt Section 2.4 Writing Linear Functions	<ul style="list-style-type: none"> Use slope-intercept form and point-slope form to write linear functions Write linear functions to solve problems 	A.1.f
Holt Section 2.5 Linear Inequalities in Two Variables	<ul style="list-style-type: none"> Graph linear inequalities on the coordinate plane Solve problems using linear inequalities 	D.2.a
Holt 2.6 Transforming Linear Functions	<ul style="list-style-type: none"> Transform linear functions Solve problems involving linear transformations 	E.2.b
Holt 2.7 Curve Fitting with Linear Models	<ul style="list-style-type: none"> Fit scatter plot data using linear models with and without technology Use linear models to make predictions 	B.1.g
Holt Section 2.8 Solving Absolute-Value Equations and Inequalities	<ul style="list-style-type: none"> Solve compound inequalities Write and solve absolute-value equations and inequalities 	D.1.a; D.1.b
Holt Section 2.9 Absolute-Value Functions	<ul style="list-style-type: none"> Graph and transform absolute-value functions 	E.2.b
Chapter 3 Linear Systems		
Holt Section 3.1 Using Graphs and Tables to Solve Linear Systems	<ul style="list-style-type: none"> Solve systems of equations by using graphs and tables Classify systems of equations, and determine the number of solutions 	A.1.e
Holt Section 3.2 Using Algebraic Methods to Solve Linear Systems	<ul style="list-style-type: none"> Solve systems of equations by substitution Solve systems of equations by elimination 	A.1.e
Holt Section 3.3 Solving Systems of Linear Inequalities	<ul style="list-style-type: none"> Solve systems of linear inequalities 	D.2.a
Holt Section 3.4 Linear Programming	<ul style="list-style-type: none"> Solve linear programming problems 	D.2.b; B.1.c

Holt Section 3.5 Linear Equations in Three Dimensions	<ul style="list-style-type: none"> Graph points and linear equations in three dimensions 	D.1.c
Holt Section 3.6 Solving Linear Systems in Three Variables	<ul style="list-style-type: none"> Represent solutions to systems of equations in three dimensions graphically Solve systems of equations in three dimensions algebraically 	D.1.c
Chapter 4 Matrices		
Holt Section 4.1 Matrices and Data	<ul style="list-style-type: none"> Use matrices to display mathematical and real-world data Find sums, differences, and scalar products of matrices 	I.1.b
Holt Section 4.2 Multiplying Matrices	<ul style="list-style-type: none"> Understand the properties of matrices with respect to multiplication Multiply two matrices 	I.1.b
Holt Section 4.3 Using Matrices to Transform Geometric Figures	<ul style="list-style-type: none"> Use matrices to transform a plane figure 	I.1.b
Holt Section 4.4 Determinants and Cramer's Rule	<ul style="list-style-type: none"> Find the determinants of 2 x 2 and 3 x 3 matrices Use Cramer's rule to solve systems of linear equations 	I.1.c
Holt Section 4.5 Matrix Inverse and Solving Systems	<ul style="list-style-type: none"> Determine whether a matrix has an inverse Solve systems of equations using inverse matrices 	I.1.d; I.1.e
Holt Section 4.6 Row Operations and Augmented Matrices	<ul style="list-style-type: none"> Use elementary row operations to solve systems of equations 	I.1.f
Chapter 5 Quadratic Functions		
Holt Section 5.1 Using Transformations to Graph Quadratic Functions	<ul style="list-style-type: none"> Transform quadratic functions Describe the effects of changes in the coefficients of $y = a(x-h)^2 + k$ 	E.2.b; E.3.b; E.3.c; E.3.d
Holt Section 5.2 Properties of Quadratic Functions in Standard Form	<ul style="list-style-type: none"> Define, identify, and graph quadratic functions Identify and use maximums and minimums of quadratic functions to solve problems 	E.2.a; E.2.c; E.3.a; E.3.c; E.3.d

Holt Section 5.3 Solving Quadratic Equations by Graphing and Factoring	<ul style="list-style-type: none"> Solve quadratic equations by graphing or factoring Determine a quadratic function from its roots 	A.1.c; E.1.d; E.3.d
Holt Section 5.4 Completing the Square	<ul style="list-style-type: none"> Solve quadratic equations by completing the square Write quadratic equations in vertex form 	E.1.a
Holt Section 5.5 Complex Numbers and Roots	<ul style="list-style-type: none"> Define and use imaginary and complex numbers Solve quadratic equations with complex roots 	E.1.c
Holt Section 5.6 The Quadratic Formula	<ul style="list-style-type: none"> Solve quadratic equations using the Quadratic Formula Classify roots using the discriminant 	E.1.a; E.1.b
Holt Section 5.7 Solving Quadratic Inequalities	<ul style="list-style-type: none"> Solve quadratic inequalities by using tables and graphs Solve quadratic inequalities by using algebra 	C.1.a; E.1.a
Holt Section 5.8 Curve Fitting with Quadratic Models	<ul style="list-style-type: none"> Use quadratic functions to model data Use quadratic models to analyze and predict 	E.3.d
Holt Section 5.9 Operations with Complex Numbers	<ul style="list-style-type: none"> Perform operations with complex numbers 	C.1.b; C.1.c
Chapter 6 Polynomial Functions		
Holt Section 6.1 Polynomials	<ul style="list-style-type: none"> Identify, evaluate, add, and subtract polynomials Classify and graph polynomials 	F.1.a
Holt Section 6.2 Multiplying Polynomials	<ul style="list-style-type: none"> Multiply polynomials Use binomial expansion to expand binomial expression that are raised to positive integer powers 	F.1.a
Holt Section 6.3 Dividing Polynomials	<ul style="list-style-type: none"> Use long divisions and synthetic division to divide polynomials 	F.1.b
Holt Section 6.4 Factoring Polynomials	<ul style="list-style-type: none"> Use the Factor Theorem to determine factors of polynomials Factor the sum and difference of two cubes 	F.1.b
Holt Section 6.5 Finding Real Roots	<ul style="list-style-type: none"> Identify the multiplicity of roots Use the Rational Root Theorem 	F.2.a

of Polynomial Equations	and the Irrational Root Theorem to solve polynomial equations	
Holt Section 6.6 Fundamental Theorem of Algebra	<ul style="list-style-type: none"> • Use the Fundamental Theorem of Algebra and its corollary to write a polynomial equation of least degree with given roots • Identify all of the roots of a polynomial equation 	F.2.b
Holt Section 6.7 Investigating Graphs of Polynomial Functions	<ul style="list-style-type: none"> • Use properties of end behavior to analyze, describe, and graph polynomial functions • Identify and use maxima and minima of polynomial functions to solve problems 	F.2.c
Holt Section 6.8 Transforming Polynomial Functions	<ul style="list-style-type: none"> • Transform polynomial functions 	E.2.b
Holt Section 6.9 Curve Fitting with Polynomial Models	<ul style="list-style-type: none"> • Use finite differences to determine the degree of a polynomial that will fit a given set of data • Use technology to find polynomial models for a given set of data 	F.2.d
Chapter 7 Exponential and Logarithmic Functions		
Holt Section 7.1 Exponential functions, Growth, and Decay	<ul style="list-style-type: none"> • Write and evaluate expression to model growth and decay situations 	G.1.a
Holt Section 7.2 Inverse of Relations and Functions	<ul style="list-style-type: none"> • Graph and recognize inverses of relations and functions 	
Holt Section 7.3 Logarithmic Functions	<ul style="list-style-type: none"> • Write equivalent forms for exponential and logarithmic functions • Write, evaluate, and graph logarithmic functions 	G.2.a
Holt Section 7.4 Properties of Logarithms	<ul style="list-style-type: none"> • Use properties to simplify logarithmic expressions • Translate between logarithms in any base 	G.2.b
Holt Section 7.5 Exponential and Logarithmic	<ul style="list-style-type: none"> • Solve exponential and logarithmic equations and inequalities • Solve problems involving exponential and logarithmic 	G.1.b

Equations and Inequalities	equations	
Holt Section 7.6 The Natural Base, e	<ul style="list-style-type: none"> Use the number e to write and graph exponential functions representing real-world situations Solve equations and problems involving e or natural logarithms 	G.1.g
Holt Section 7.7 Transforming Exponential and Logarithmic Functions	<ul style="list-style-type: none"> Transform exponential and logarithmic functions by changing parameters Describe the effects of changes in the coefficients of exponential and logarithmic functions 	E.2.b
Holt Section 7.8 Curve Fitting with Exponential and Logarithmic Models	<ul style="list-style-type: none"> Model data by using exponential and logarithmic functions Use exponential and logarithmic models to analyze and predict 	G.1.g
Chapter 8 Rational and Radical Functions		
Holt Section 8.1 Variation Functions	<ul style="list-style-type: none"> Solve problems involving direct, inverse, joint, and combined variation 	G.1.a
Holt Section 8.2 Multiplying and Dividing Rational Expressions	<ul style="list-style-type: none"> Simplify rational expressions Multiply and divide rational expressions 	G.1.b; G.1.c; G.1.d
Holt Section 8.3 Adding and Subtracting Rational Expressions	<ul style="list-style-type: none"> Add and subtract rational expressions Simplify complex fractions 	G.1.d
Holt Section 8.4 Rational Functions	<ul style="list-style-type: none"> Graph rational functions Transform rational functions by changing parameters 	E.2.b
Holt Section 8.5 Solving Rational Equations and Inequalities	<ul style="list-style-type: none"> Solve rational equations and inequalities 	G.1.a
Holt Section 8.6 Radical Expressions and Rational Exponents	<ul style="list-style-type: none"> Rewrite radical expressions by using rational exponents Simplify and evaluate radical expressions and expression containing rational exponents 	G.1.f
Holt Section 8.7 Radical Functions	<ul style="list-style-type: none"> Graph radical functions and inequalities 	E.2.b

	<ul style="list-style-type: none"> • Transform radical functions by changing parameters 	
Holt Section 8.8 Solving Radical Equations and Inequalities	<ul style="list-style-type: none"> • Solve radical equations and inequalities 	G.1.b; G.1.d
Chapter 9 Properties and Attributes of Functions		
Holt Section 9.1 Multiple Representations of Functions	<ul style="list-style-type: none"> • Translate between the various representations of functions • Solve problems by using the various representations of functions 	B.1.d
Holt Section 9.2 Piecewise Functions	<ul style="list-style-type: none"> • Write and graph piecewise functions • Use piecewise functions to describe real-world situations 	B.1.h
Holt Section 9.3 Transforming Functions	<ul style="list-style-type: none"> • Transform functions • Recognize transformations of functions 	E.2.b
Holt Section 9.4 Operations with Functions	<ul style="list-style-type: none"> • Add, subtract, multiply, and divide functions • Write and evaluate composite functions 	C.1.d
Holt Section 9.5 Functions and Their Inverses	<ul style="list-style-type: none"> • Determine whether the inverse of a function is a function • Write rules for the inverses of functions 	
Holt Section 9.6 Modeling Real-World Data	<ul style="list-style-type: none"> • Apply functions to problem situations • Use mathematical models to make predictions 	B.1.c
Chapter 12 Sequences and Series		
Holt Section 12.1 Introduction to Sequences	<ul style="list-style-type: none"> • Find the nth term of a sequence • Write rules for sequences 	H.2.a
Holt Section 12.2 Series and Summation Notation	<ul style="list-style-type: none"> • Evaluate the sum of a series expressed in sigma notation 	H.2.e
Holt Section 12.3 Arithmetic Sequences and Series	<ul style="list-style-type: none"> • Find the indicated terms of an arithmetic sequence • Find the sums of arithmetic series 	H.2.b; H.2.c
Holt Section 12.4	<ul style="list-style-type: none"> • Find terms of a geometric 	H.2.b; H.2.c

Geometric Sequences and Series	<ul style="list-style-type: none"> sequence, including geometric means Find the sum of geometric series 	
Holt Section 12.5 Mathematical Induction and Infinite Geometric Series	<ul style="list-style-type: none"> Find sums of infinite geometric series Use mathematical induction to prove statements 	H.2.d
Chapter 11 Probability and Statistics		
Holt Section 11.1 Permutations and Combinations	<ul style="list-style-type: none"> Solve problems involving the Fundamental Counting Principle Solve problems involving permutations and combinations 	H.1.a; H.1.b
Holt Section 11.2 Theoretical and Experimental Probability	<ul style="list-style-type: none"> Find the theoretical probability of an event Find the experimental probability of an event 	H.1.e
Holt Section 11.3 Independent and Dependent Events	<ul style="list-style-type: none"> Determine whether events are independent or dependent Find the probability of independent and dependent events 	H.1.d; H.1.f
Holt Section 11.4 Compound Events	<ul style="list-style-type: none"> Find the probability of mutually exclusive events Find the probability of inclusive events 	H.1.c
Holt Section 11.5 Measure of Central Tendency and Variation	<ul style="list-style-type: none"> Find measures of central tendency and measures of variation for statistical data Examine the effects of outliers on statistical data 	
Holt Section 11.6 Binomial Distributions	<ul style="list-style-type: none"> Use the Binomial theorem to expand a binomial raised to a power Find binomial probabilities and test hypotheses 	

Resources/Materials

- Textbook: *Algebra II* – Holt
- Graphing Calculators: TI-83 or similar

Michigan High School Content Expectations & Strands

A: Prerequisites

1. Skills Acquired by Students in a Previous Course and Refined in This Course
a. Identify properties of real numbers and use them and the correct order of operations to simplify expressions
b. Multiply monomials and binomials
c. Factor trinomials in the form $ax^2 + bx + c$
d. Solve single-step and multistep equations and inequalities in one variable
e. Solve systems of two linear equations using various methods, including elimination, substitution, and graphing
f. Write linear equations in standard form and slope-intercept form when given two points, a point and the slope, or the graph of the equation
g. Graph a linear equation using a table of values, x- and y-intercepts, or slope-intercept form
h. Find the distance and midpoint between two points in the coordinate plane
i. Use sine, cosine, and tangent ratios to find the sides or angles of right triangles
j. Use inductive reasoning to make conjectures and deductive reasoning to arrive at valid conclusions
B. Exploring the Skills and Strategies Underlying Mathematics
1. Mathematical Processes Learned in the Context of Increasingly Complex Mathematical and Real-World Problems (Note: These mathematical processes are the same for Algebra 1, Geometry, Algebra II, and Precalculus.)
a. Apply problem-solving skills (e.g., identifying irrelevant or missing information, making conjectures, extracting mathematical meaning, recognizing and performing multiple steps when needed, verifying results in the context of the problem) to the solution of real world problems.
b. Use a variety of strategies to set up and solve increasingly complex problems
c. Represent data, real-world situations, and solutions in increasingly complex contexts (e.g., expressions, formulas, tables, charts, graphs, relations, functions) and understand the relationships
d. Use the language of mathematics to communicate increasingly complex ideas orally and in writing, using symbols and notations correctly
e. Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems
f. Make mathematical connections among concepts, across disciplines, and in everyday experiences
g. Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)
h. Apply previously learned algebraic and geometric concepts to more advanced problems
C. Establishing Number Sense and Operation Skills
1. Foundations
a. Identify complex numbers and write the conjugates
b. Add, subtract, and multiply complex numbers
c. Simplify quotients of complex numbers
d. Perform operations on functions, including function composition, and determine domain and range for each of the given functions

D. Exploring Expressions, Equations, and Functions in the First Degree
1. Expressions, Equations, and Inequalities
a. Solve linear inequalities containing absolute value
b. Solve compound inequalities containing "and" and "or" and graph the solution set
c. Solve algebraically a system containing three variables
2. Graphs, Relations, and Functions
a. Graph a system of linear inequalities in two variables with and without technology to find the solution set to the system
b. Solve linear programming problems by finding maximum and minimum values of a function over a region defined by linear inequalities
E. Exploring Quadratic Equations and Functions
1. Equations and Inequalities
a. Solve quadratic equations and inequalities using various techniques, including completing the square and using the quadratic formula
b. Use the discriminant to determine the number and type of roots for a given quadratic equation
c. Solve quadratic equations with complex number solutions
d. Solve quadratic systems graphically and algebraically with and without technology
2. Graphs, Relations, and Functions
a. Determine the domain and range of a quadratic function; graph the function with and without technology
b. Use transformations (e.g., translation, reflection) to draw the graph of a relation and determine a relation that fits a graph
c. Graph a system of quadratic inequalities with and without technology to find the solution set to the system
3. Conic Sections
a. Identify conic sections (e.g., parabola, circle, ellipse, hyperbola) from their equations in standard form
b. Graph circles and parabolas and their translations from given equations or characteristics with and without technology
c. Determine characteristics of circles and parabolas from their equations and graphs
d. Identify and write equations for circles and parabolas from given characteristics and graphs
F. Exploring Polynomial Expressions, Equations, and Functions
1. Expressions and Equations
a. Evaluate and simplify polynomial expressions and equations
b. Factor polynomials using a variety of methods (e.g., factor theorem, synthetic division, long division, sums and differences of cubes, grouping)
2. Functions
a. Determine the number and type of rational zeros for a polynomial functions
b. Find all rational zeros of a polynomial function
c. Recognize the connection among zeros of a polynomial function, x-intercepts, factors of polynomials, and solutions of polynomial equations
d. Use technology to graph a polynomial function and approximate the zeros, minimum, and maximum; determine domain and range of the polynomial function
G. Exploring Advanced Functions

1. Rational and Radical Expressions, Equations, and Functions
a. Solve mathematical and real-world rational equation problems (e.g., work or rate problems)
b. Simplify radicals that have various indices
c. Use properties of roots and rational exponents to evaluate and simplify expressions
d. Add, subtract, multiply, and divide expressions containing radicals
e. Rationalize denominators containing radicals and find the simplest common denominator
f. Evaluate expressions and solve equations containing n th roots or rational exponents
g. Evaluate and solve radical equations given a formula for a real-world situation
2. Exponential and Logarithmic Functions
a. Graph exponential and logarithmic functions with and without technology
b. Convert exponential equations to logarithmic form and logarithmic equations to exponential form
3. Trigonometric and Periodic Functions
a. Use the law of cosines and the law of sines to find the lengths of sides and measures of angles of triangles in mathematical and real-world problems
b. Use the unit-circle definition to the trigonometric functions and trigonometric relationships to find trigonometric values for general angles
c. Measure angles in standard position using degree or radian measure and convert a measure from one unit to the other
d. Graph the sine and cosine functions with and without technology
e. Determine the domain and range of the sine and cosine functions, given a graph
f. Find the period and amplitude of the sine and cosine functions, given a graph
g. Use sine, cosine, and tangent functions, including their domains and ranges, periodic nature, and graphs, to interpret and analyze relations
H. Organizing and Analyzing Data and Applying Probability
1. Data Relations, Probability, and Statistics
a. Use the fundamental counting principle to count the number of ways an event can happen
b. Use counting techniques, like combinations and permutations, to solve problems (e.g., to calculate probabilities)
c. Find the probability of mutually exclusive and nonmutually exclusive events
d. Find the probability of independent and dependent events
e. Use unions, intersections, and complements to find probabilities
f. Solve problems involving conditional probability
2. Sequences and Series
a. Find the n th term of an arithmetic or geometric sequence
b. Find the position of a given term of an arithmetic or geometric sequence
c. Find sums of a finite arithmetic or geometric series
d. Use sequences and series to solve real-world problems
e. Use sigma notation to express sums
I. Using Matrices to Organize Data and Solve Problems
1. Matrices
a. Add, subtract, and multiply matrices
b. Use addition, subtraction, and multiplication of matrices to solve real-world problems
c. Calculate the determinant of 2×2 and 3×3 matrices

d. Find the inverse of a 2 x 2 matrix
e. Solve systems of equations by using inverses of matrices and determinants
f. Use technology to perform operations on matrices, find determinants, and find inverses

PreCalculus:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11-12

Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II or admitted in with department approval. Knowledge and experience with graphing calculator.

This class is a precursor to Calculus. Students will practice advanced skills involving many types of functions, matrices and vectors, trigonometric functions, and sequences and series. Students will also study conic sections, polar coordinates, parametric equations and begin an exploration of limits and derivatives.

Course Syllabus

Units of Instruction	Learner Objectives	Quality Core Standard
Unit 0 Fundamentals	<ul style="list-style-type: none"> • Real Numbers • Exponents and Radicals • Algebraic Expressions • Rational Expressions • Equations • Inequalities 	
Unit 1 Functions	<ul style="list-style-type: none"> • Lines • Functions • Transforming Functions • Combining Functions • One-to-One Functions/Inverses • Quadratic Functions 	B.1.a; B.1.d; B.1.g; C.1.a; C.1.b; E.1.a; E.1.b; E.1.c; E.1.d; E.2.a; F.1.a; F.1.b
Unit 2 Polynomial and Rational Functions	<ul style="list-style-type: none"> • Polynomial Functions/Graphs • Dividing Polynomials • Real Zeros • Complex Numbers • Complex Zeros • Rational Functions/Asymptotes 	B.1.a-g; E.1.a; E.1.b; E.2.b; E.2.c; E.2.d; F.1.a; F.1.b; E.2.e
Unit 3 Exponential and Logarithmic	<ul style="list-style-type: none"> • Exponential Functions • Logarithmic Functions • Properties of Logs 	A.1.a; B.1.d-g; F.2.a; F.2.b; F.2.c; F.2.d; F.2.e; F.2.f

Functions	<ul style="list-style-type: none"> • Exp. And Log Equations • Modeling 	
Unit 4 Trig Functions	<ul style="list-style-type: none"> • Radian and Degree Measure • Trig of Right Triangles • The Unit Circle • Trig Functions of any Angle • Trig Graphs (Sin/Cos) • Other Trig Graphs (Tan/Sec/Csc/Cot) • Inverse Trig Functions • Inverse Trig Graphs • Law of Sines/Cosines 	B.1.a-h; F.3.a; F.3.b; F.3.c; F.3.d; F.3.e; F.3.f; F.3.h; F.3.k; F.3.l
Unit 5 Analytical Trig	<ul style="list-style-type: none"> • Trig Identities • Sum/Diff Formulas • Multiple Angle Formulas • Half Angle Formulas • Product to Sum Formulas • Trig Equations 	B.1.a-h; F.3.g; F.3.h; F.3.j

Resources/Materials

- Textbook: *Precalculus with Limits* - Larson

Michigan High School Content Expectations & Strands

A. Prerequisites
1. Skills Acquired by Students in a Previous Course and Refined in This Course
a. Solve linear, quadratic, rational, and radical equations
b. Graph linear, quadratic, polynomial, exponential, logarithmic, sine, and cosine functions
c. Factor polynomials using a variety of methods
d. Use inductive reasoning to make conjectures and deductive reasoning to arrive at valid conclusions
B. Exploring the Skills and Strategies Underlying Mathematics
1. Mathematical Processes Learned in the Context of Increasingly Complex Mathematical and Real-World Problems (Note: These mathematical processes are the same for Algebra 1, Geometry, Algebra II, and Precalculus.)
a. Apply problem-solving skills (e.g., identifying irrelevant or missing information, making conjectures, extracting mathematical meaning, recognizing and performing multiple steps when needed, verifying results in the context of the problem) to the solution of real world problems.
b. Use a variety of strategies to set up and solve increasingly complex problems
c. Represent data, real-world situations, and solutions in increasingly complex contexts (e.g., expressions, formulas, tables, charts, graphs, relations, functions) and understand the relationships

d. Use the language of mathematics to communicate increasingly complex ideas orally and in writing, using symbols and notations correctly
e. Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems
f. Make mathematical connections among concepts, across disciplines, and in everyday experiences
g. Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)
h. Apply previously learned algebraic and geometric concepts to more advanced problems
C. Establishing Number Sense and Operation Skills
1. Foundations
a. Identify and graph piecewise functions, including greatest integer, step, and absolute value functions
b. Identify, graph, and write equations for inverses and transformations of various functions—including polynomial, rational, radical, absolute value, and trigonometric—with and without technology
D. Exploring Quadratic Equations and Functions
1. Conic Sections
a. Graph ellipses and hyperbolas and their translations from given equations or characteristics
b. Solve systems of conics with and without technology
c. Convert conic equations in general form to standard form
d. Determine characteristics of ellipses and hyperbolas from given equations and graphs
e. Identify and write equations for ellipses and hyperbolas from given characteristics and graphs
E. Exploring Polynomial Expressions, Equations, and Functions
1. Expressions and Equations
a. Solve polynomial equations using a variety of methods (e.g., factoring, rational roots theorem)
b. Use technology to approximate the real roots of polynomial equation
2. Functions
a. Use algebraic tests to determine whether the graph of a relation is symmetrical
b. Classify functions as even, odd, or neither
c. Graph general polynomial functions from given characteristics such as degree, sign of lead coefficient, and roots and their multiplicity
d. Find the rational roots, real roots, and complex roots of a polynomial function
e. Describe the binomial theorem and Pascal's triangle; use them to expand polynomials
f. Use limits to approximate the slope of a curve at a point
g. Use limits to approximate the area under a curve
F. Exploring Advanced Functions
1. Rational and Radical Expressions, Equations, and Functions
a. Graph and analyze radical functions, including square root and cube root functions, with and without technology
b. Graph rational functions using intercepts, symmetry, asymptotes, and removable discontinuities

2. Exponential and Logarithmic Functions
a. Use properties of exponents to simplify and evaluate expressions involving real exponents
b. Use properties of logarithms to simplify and evaluate expressions involving logarithms
c. Solve equations involving real exponents
d. Solve equations with variable exponents by using logarithms
e. Use the natural base e to evaluate exponential expressions, solve exponential equations, and graph exponential functions
f. Solve exponential and logarithmic equations and real-world problems involving exponential and logarithmic equations (e.g., compound interest, exponential growth and decay)
3. Trigonometric and Periodic Functions
a. Use various methods to find the area of a triangle (e.g., given the length of two sides and the included angle)
b. Graph tangent, cotangent, secant, and cosecant functions and their transformations
c. State the amplitude, period, phase, and vertical translation of transformations of the sine and cosine functions
d. Graph transformations (e.g., vertical and horizontal translations, reflections, stretches) of the sine and cosine functions
e. Determine periodicity and amplitude from graphs, stretch and shrink graphs both vertically and horizontally, and translate graphs
f. Graph and write the equations of sine and cosine functions given the amplitude, period, phase shift, and vertical translation; use the functions to model real-life situations (e.g., spring problems, ocean tides)
g. Identify the sum and difference identities for the sine, cosine, and tangent functions; apply the identities to solve mathematical problems
h. Derive, identify, and apply double-angle and half-angle formulas to solve mathematical problems
i. Apply the fundamental trigonometric identities, the double-angle and half-angle identities, and the sum and difference identities to simplify and evaluate trigonometric expressions and prove trigonometric identities
j. Use trigonometric identities or technology to solve trigonometric equations
k. Identify and graph inverse sine, cosine, and tangent functions
l. Use and evaluate inverse sine, cosine, and tangent functions to solve trigonometric equations
G. Organizing and Analyzing Data and Applying Probability
1. Data Relations, Probability, and Statistics
a. Use the standard normal curve to study properties of normal distributions of data (e.g., give percent of data within a given interval)
b. Identify uniform, skewed, and normal distributions in a set of data
c. Determine the quartiles and interquartile range for a set of data
d. Recognize different types of sampling procedures and identify their strengths and limitations
e. Estimate population characteristics based on samples
f. Find the variance and standard deviation of a set of data and convert data to standard values
2. Sequences and Series
a. Find the sum of an infinite geometric series

b. Find or estimate the limit of an infinite sequence or determine that the limit does not exist
c. Use mathematical induction to prove the validity of mathematical statements
H. Using Matrices to Organize Data and Solve Problems
1. Matrices
a. Use matrices to determine the coordinates of polygons under a given transformation
b. Find the reduced row-echelon form of an augmented matrix to solve systems of equations
I. Exploring Polar Coordinates and Vectors
1. Polar Coordinates and Vectors
a. Define polar coordinates to locate a point on a graph
b. Graph polar functions by plotting points and by using technology
c. Express two-dimensional points and equations in rectangular and polar coordinates
d. Find powers and roots of complex numbers in polar form using De Moivre's theorem
e. Graphically add and subtract vectors and perform scalar multiplication
f. Use coordinates to perform vector operations and to determine the magnitude and direction of a vector
g. Use the dot product to calculate the angle between two vectors
h. Resolve a vector into horizontal and vertical components
i. Solve real-world problems involving vector displacements (e.g., airplane in the wind, weight of an object on a ramp)
j. Graph parametric equations and write parametric equations of lines

AP Calculus:

Course Description

Course Length: 2 semester

Credits: 1.0

Recommended Grade Level: 12

Prerequisites: Successful completion of Precalculus or admitted in with department approval. Basic knowledge of and experience with graphing calculators.

The goal of this course is to provide students with experiences that will enable them to build a deep conceptual understanding of the material. Relying of this philosophy will ensure that students know more than a list of facts but can justify and apply their skills and knowledge to applicable situations and scenarios. Throughout the semester students will build rich mathematical intuition and understanding. They will study four major topics which include, limits, derivatives, indefinite integrals, and definite integrals. As we progress students will develop their mechanics and make use of applications related to these topics of study.

Unit 1: Functions and Limits
(4 weeks)
A) Lines

B) Functions and Graphs
C) Rates of Change
D) Limits at a point 1. Properties of limits 2. Two-sided limits 3. One-sided
E) Limits Involving Infinity 1. Asymptotic behavior 2. End behavior 3. Visualizing limits
F) Continuity 1. Continuous functions 2. Discontinuous functions
Unit 2: The Derivative
(5 weeks)
A) Instantaneous rates of change
B) Definition of the derivative
C) Derivatives of algebraic functions
D) Differentiation Formulas 1. Power rule 2. Product rule 3. Quotient rule
E) Applications of natural and social sciences
F) Derivatives of trigonometric functions
G) The Chain rule
H) Implicit Differentiation
I) Related Rates
Unit 3: Applications of Differentiation
(4 weeks)
A) Extreme values 1. Local extrema 2. Global extrema
B) Using the derivative 1. Mean Value Theorem 2. Increasing and Decreasing Functions
C) Analysis of graphs using first and second derivatives 1. Critical points 2. First derivative test for extrema 3. Concavity and points of inflection 4. Second derivative test for extrema
D) Optimization
E) Newton's Method
Unit 4: Integrals

(5 weeks)
A) Approximating areas 1. Riemann sums 2. The Definite integral
B) The Fundamental Theorem of Calculus
C) Indefinite integrals and the Net change Theorem
D) The substitution rule
Unit 5: Applications of Integration
(3 weeks)
A) Area between curves
B) Volumes 1. Volumes of solids with known cross sections 2. Volumes of solids of revolution
C) Average Value of a Function
Unit 6: Inverse Functions
(4 weeks)
A) Derivatives of Inverse functions 1. Exponential differentiation 2. Logarithmic differentiation
B) Growth and Decay
C) Intermediate forms and l'Hopital's rule
This schedule gives somewhere around 4 weeks dedicated for review in preparation of the AP Exam. During this time students will be provided with a supplemental text and take part in several practice exams.

Resources/Materials

- Textbook and Addition Resources: James Stewart. *Single Variable Calculus with Vectors*. AP Edition. 7th Edition. Brook/Cole, Cengage Learning, © 2012
- Graphing Calculators: TI-83 or similar

AP Statistics:

Course Description

Course Length: 2 semester

Credits: 1.0

Recommended Grade Level: 12

Prerequisites: Successful completion of Precalculus or admitted in with department approval. Basic knowledge of and experience with graphing calculators.

The purpose of A.P. Statistics is to give you working knowledge of the ideas and tools of practical statistics. Because data always come from a real-world context, doing statistics means more than just manipulating data. Statistics is full of data, and each set of data has some brief background to help you understand what the data say. It is important to form the habit of asking, "What do the data tell me?"

Course Syllabus

Four Main Topics

- I. Exploring data: describing patterns and departures from patterns
- II. Sampling and experimentation: planning and conducting a study
- III: Anticipating patterns: exploring random phenomena using probability and simulation
- IV. Statistical inference: estimating population parameters and testing hypotheses

Unit One: Exploring Data

- I. Exploring data: describing patterns and departures from patterns
 - A. Constructing and interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
 1. Center and spread
 2. Clusters and gaps
 3. Outliers and unusual features
 4. Shape
 - B. Summarizing distributions of univariate data
 1. Measuring center: median, mean
 2. Measuring spread: range, interquartile range, standard deviation
 3. Measuring position: quartiles, percentiles, standardized scores (z-scores)
 4. Using boxplots
 5. The effect of changing units on summary measures
 - C. Comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
 1. Comparing center and spread
 2. Comparing clusters and gaps
 3. Comparing outliers and unusual features
 4. Comparing shape
 - E. Exploring Categorical Data
 1. Frequency tables and bar charts
 2. Marginal and joint frequencies for two-way tables
 3. Conditional relative frequencies and association
 4. Comparing distributions using bar charts

Unit Two: Modeling Distributions of Data

- I: Exploring data: describing patterns and departures from patterns
 - A: Constructing and interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
 - B: Summarizing distributions of univariate data
 3. Measuring position: quartiles, percentiles, standardized scores (z-scores)

5. The effect of changing units on summary measures
- III: Anticipating patterns: exploring random phenomena using probability and simulation
- C: The Normal distribution
1. Properties of the Normal distribution
 2. Using tables of the Normal distribution
 3. The Normal distribution as a model for measurements

Unit Three: Describing Relationships

- I: Exploring Data: Describing patterns and departures from patterns
- D: Exploring bivariate data
1. Analyzing patterns in scatterplots
 2. Correlation and linearity
 3. Least-squares regression line
 4. Residual plots, outliers, and influential points
 5. Transformations to achieve linearity: logarithmic and power transformations

Unit Four: Designing Studies

- II. Sampling and experimentation: planning and conducting a study
- A. Overview of methods of data collection
1. Census
 2. Sample survey
 3. Experiment
 4. Observational study
- B. Planning and conducting studies
1. Characteristics of a well-designed and well-conducted survey
 2. Population, samples, and random selection
 3. Sources of bias in sampling and surveys
 4. Sampling methods, including simple random sampling, stratified random sampling, and cluster sampling
- C. Planning and conducting experiments
1. Characteristics of a well-designed and well-conducted experiment
 2. Treatments, control groups, experimental units, random assignments, and replication
 3. Sources of bias and confounding, including placebo effect and blinding
 4. Completely randomized design
 5. Randomized block design, including matched pairs design
- D. Generalizability of results and types of conclusions that can be drawn from observational studies, experiments, and surveys

Unit Five: Probability

- I. Exploring data: describing patterns and departures from patterns
- E. Exploring categorical data
1. Frequency tables and bar charts
 2. Marginal and joint frequencies for two-way tables
 3. Conditional relative frequencies and association
 4. Comparing distributions using bar charts
- III. Anticipating patterns: exploring random phenomena using probability and simulation
- A. Probability
1. Interpreting probability, including long-run relative frequency interpretation
 2. "Law of Large Numbers" concept

3. Addition rule, multiplication rule, conditional probability, and independence
4. Discrete random variables and their probability distributions, including binomial and geometric
5. Simulation of random behavior and probability distributions
6. Mean (expected value) and standard deviation of a random variable and linear transformation of a random variable

Unit Six: Random Variables

III. Anticipating patterns: exploring random phenomena using probability and simulation

A. Probability

1. Interpreting probability, including long-run relative frequency interpretation
2. "Law of Large Numbers" concept
3. Addition rule, multiplication rule, conditional probability, and independence
4. Discrete random variables and their probability distributions, including binomial and geometric
5. Simulation of random behavior and probability distributions
6. Mean (expected value) and standard deviation of a random variable, and linear transformation of a random variable

B. Combining independent random variables

1. Notion of independence versus dependence
2. Mean and standard deviation for sums and differences of independent random variables

Unit Seven: Sampling Distributions

III. Anticipating patterns: exploring random phenomena using probability and simulation

D. Sampling distributions

1. Sampling distribution of a sample proportion
2. Sampling distribution of a sample mean
3. Central Limit Theorem
4. Sampling distribution of a difference between two independent sample proportions
5. Sampling distribution of a difference between two independent sample means
6. Simulation of sampling distributions
7. t-distribution
8. Chi-square distribution

Unit Eight: Estimating with Confidence

III. Anticipating patterns: exploring random phenomena using probability and simulation

D. Sampling distributions

7. t-distribution

IV. Statistical inference: estimating population parameters and testing hypotheses

A. Estimation (point estimators and confidence intervals)

1. Estimating population parameters and margins of error
2. Properties of point estimators, including unbiasedness and variability
3. Logic of confidence intervals, meaning of confidence level and confidence intervals, and properties of confidence intervals
4. Large-sample confidence interval for a proportion
5. Large-sample confidence interval for a difference between two proportions
6. Confidence interval for a mean
7. Confidence interval for a difference between two means (paired and unpaired)
8. Confidence interval for the slope of a least-squares regression line

Unit Nine: Testing a Claim

IV. Statistical inference: estimating population parameters and testing hypotheses

A. Estimation (point estimators and confidence intervals)

7. Confidence interval for a difference between two means (unpaired and paired)

B. Tests of significance

1. Logic of significance testing, null and alternative hypotheses; p-values; one- and two- sided tests; concepts

of Type I and Type II errors; concept of power

2. Large sample test for a proportion

3. Large sample test for a difference between two proportions

4. Test for a mean

5. Test for a difference between two means (unpaired and paired)

6. Chi-square test for goodness of fit, homogeneity of proportions, and independence (one- and two-way tables)

7. Test for the slope of a least-squares regression line

Unit Ten: Comparing Two Populations

III. Anticipating patterns: exploring random phenomena using probability and simulation

D. Sampling distributions

4. Sampling distribution of a difference between two independent sample proportions

5. Sampling distribution of a difference between two independent sample means

IV. Statistical inference: Estimating population parameters and testing hypotheses

A. Estimation (point estimators and confidence intervals)

5. Large sample confidence interval for a difference between two proportions

7. Confidence interval for a difference between two means (unpaired and paired)

B. Tests of significance

3. Large sample test for a difference between two proportions

7. Test for a difference between two means (unpaired and paired)

Unit Eleven: Inference for Distributions of Categorical Data

III. Anticipating patterns: exploring random phenomena using probability and simulation

D. Sampling distributions

8. Chi-square distribution

IV. Statistical inference: estimating population parameters and testing hypotheses

B. Tests of significance

6. Chi-square test for goodness of fit, homogeneity of proportions, and independence (one- and two-way tables)

Unit Twelve: More about Regression

I. Exploring data: describing patterns and departures from patterns

D. Exploring bivariate data

5. Transformations to achieve linearity: logarithmic and power transformations

IV. Statistical inference: estimating population parameters and testing hypotheses

A. Estimation (point estimators and confidence intervals)

8. Confidence interval for the slope of a least-squares regression line

B. Tests of significance

7. Test for the slope of a least-squares regression line

Resources/Materials

- Textbook and Addition Resources: The Practice of Statistics 4th Edition
- Graphing Calculators: TI-83 or similar

SCIENCE

Science instruction at PrepNet schools is designed to present information to students in ways that promote scientific thinking, data analysis, and inquiry-based learning. Each course, in addition to focusing on the mastery of essential concepts, endeavors to prepare students for a second phase of Advanced Placement coursework. Where appropriate, labs are used to provide hands-on learning opportunities.

Michigan Merit Curriculum Graduation Requirements – 3 credits Science
(Biology, Chemistry or Physics, and one additional science credit)

BIOLOGY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9

Prerequisites: None

Biology is the study of life. This is a broad field with many different aspects and concepts to learn. In this class, many labs and several group projects and research papers are done throughout the year. An important focus of this class is the subject-specific vocabulary. The concepts that will be studied include: scientific method, biochemistry, classification, ecology, comparative anatomy, genetics, cells, and evolutionary patterns.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
First Semester		
Unit 1 – Scientific Method Students will be strengthening their understanding of the scientific method. Students will be	<ul style="list-style-type: none">• Understand the nature of science and demonstrate an ability to practice scientific reasoning by applying it to the design, implementation, and evaluation of scientific investigations	B1.1; B1.1A; B1.1B; B1.1C; B1.1D; B1.1E, B1.1f; B1.1g; B1.1h; B1.1i; B1.2; B1.2A; B1.2B; B1.2C; B1.2D; B1.2E; B1.2f; B1.2g; B1.2h; B1.2i; B1.2j; B1.2k

<p>designing and conducting an experiment to show an understanding of this process. Students will be working on the skills of problem solving and team work throughout this unit.</p>		
<p>Unit 2 – Chemistry Unit 3 – Biochemistry Students should gain an understanding of the basic biochemicals that are found in this world, how they are made, how they function, and their role in life.</p>	<ul style="list-style-type: none"> Explain the structure and function of organic molecules, including carbohydrates, lipids, proteins, and nucleic acids which contain many bonds that store energy 	<p>B2.2; B2.2A; B2.2B; B2.2C; B2.2D; B2.2E; B2.2x; B2.2f; B2.4f; B2.5; B2.5A; B2.5x; B2.r6b</p>
<p>Unit 4 – Cells and Transport Students will gain an understanding of the cell and its organelles. In addition, students will understand how materials are passed through the membrane and how all of the organelles work together to sustain life.</p>	<ul style="list-style-type: none"> Demonstrate the relationship of cell structures, functions, and specialization of life processes 	<p>B2.1; B2.1C; B2.3; B2.3A; B2.3B; B2.3C; B2.4; B2.4g; B2.5g; B2.5h; B2.5i; B2.6x; B2.r6c; B4.3g</p>
<p>Unit 5 – Cell Reproduction Students will learn the processes of mitosis and meiosis. In addition, students will address</p>	<ul style="list-style-type: none"> Compare/contrast how genetic material is passed from cell to cell by the processes of mitosis and meiosis and explain how these processes relate to asexual and/or sexual reproduction 	<p>B2.1x; B2.1d; B2.1e; B4.2A; B4.3; B4.3A; B4.3B; B4.3C; B4.3d; B4.3e; B4.3f; B4.4x; B4.4b</p>

problems of cell reproduction, such as cancer and nondisjunction, and how these problems may affect their lives.		
Unit 6 – DNA and Proteins Students will understand how the world is controlled by a tiny macromolecule called DNA. In addition, students will gain an appreciation for how DNA replicates and produces the proteins that allow life to occur.	<ul style="list-style-type: none"> Analyze the processes of replication and protein synthesis (transcription and translation) as it relates to DNA/RNA and explain how mutations and genetic engineering of DNA result in phenotypic changes in the organism or its offspring 	B4.1B; B4.2; B4.2B; B4.2C; B4.2D; B4.2E; B4.2x; B4.2f; B4.2g; B4.2h; B4.2i; B4.4x; B4.4a; B4.4c; B4.r5x; B4.r5a; B4.r5b; B4.r5x; B4.r5a
Second Semester		
Unit 1 – Genetics Students will learn about the factors that affect how we look, why we look different from others in our family and why we have some characteristics from each parent. Throughout the unit, students will predict and analyze patterns related to inheritance using the laws of heredity.	<ul style="list-style-type: none"> Predict patterns of inheritance using laws of heredity and analyze these patterns to explain variation 	B4.1; B4.1A; B4.1B; B4.1c; B4.1d; B4.1e
Unit 2 – Evolution and Taxonomy	<ul style="list-style-type: none"> Explain evolution as the result of genetic changes within a 	B2.2g; B2.4A; B2.4d; B2.4g; B5.1; B5.1A; B5.1B; B5.1c;

<p>Students will define the biological process of evolution and summarize the history of scientific ideas about evolution. Students will learn about Charles Darwin's contributions to scientific thinking about evolution and will analyze the reasoning in his theory of evolution by natural selection. The classification of organisms will also be included in this unit.</p>	<p>population that occur in changing environments over time and that modern evolution includes the concepts of common descent, natural selection, and biodiversity</p>	<p>B5.1d; B5.1e; B5.1f; B5.1g; B5.2x; B5.2a; B5.2b; B5.2c; B5.r2d; B5.3; B5.3A; B5.3B; B5.3C; B5.3d; B5.3e; B5.3f</p>
<p>Unit 3 – Photosynthesis and Respiration Students will explain why almost all living things depend on photosynthesis. They will summarize the main events of the light reactions and the role ATP plays in the process. Students will identify the two steps of cellular respiration and describe the major events in glycolysis.</p>	<ul style="list-style-type: none"> Describe the processes of photosynthesis and cellular respiration (aerobic and anaerobic) and the role of ATP as it relates to these processes 	<p>B2.1A; B2.1B; B2.4e; B2.5C; B2.5D; B2.5e; B2.5f; B3.1; B3.1A; B3.1B; B3.1C; B3.1D; B3.1e; B3.1f</p>
<p>Unit 4 – Organismal Biology Students will study the relationships</p>	<ul style="list-style-type: none"> Explain the complex processes and interactions of cells, tissues, and organ systems that allow organisms to maintain a stable internal environment necessary 	<p>B2.3; B2.3B; B2.3C; B2.3x; B2.3d; B2.3e; B2.3f; B2.3g; B2.4B; B2.4C; B2.4h; B2.4i; B2.5B; B2.6a; B2.r6e</p>

<p>between the different levels of organization within the human body, as well as between the different organ systems. Students will develop an understanding of each individual system's parts and processes.</p>	<p>for life</p>	
<p>Unit 5 – Ecology Students will explain how organisms are interdependent in their environments using ecology-related terms and examples. Students will explain mechanisms that allow organisms to survive in changing environments, as well as the different aspects of populations of organisms.</p>	<ul style="list-style-type: none"> Analyze the dependence of organisms on environmental resources and how matter and energy are transferred throughout ecosystems Explain factors that influence population dynamics, evaluate situations that disrupt ecosystems, and analyze the impact of humans on the environment 	<p>B3.2; B3.2A; B3.2B; B3.2C; B3.3; B3.3A; B3.3b; B3.4; B3.4A; B3.4B; B3.4C; B3.4x; B3.4d; B3.4e; B3.5; B3.5A; B3.5B; B3.5C; B3.5x; B3.5d; B3.5e; B3.5f; B3.5g</p>

Resources/Materials

Textbook: *Modern Biology* (Holt, Rinehart, Winston)

Suggested supplies needed (quantities represent needs for approximately 125 students):

One-Time Expenditures			
Carolina Electronic Balance (150 g)	Carolina Biological	FA-70-2010	5
Ecology Set	Carolina Biological	FA-16-3980	1
Terrarium Set	Carolina Biological	FA-16-3954	1
Glofish Desktop Aquarium Package	Carolina Biological	FA-14-5258	1
Small Lizard Habitat	Carolina Biological	FA-14-7202	1
Amphibian Starter Habitat	Carolina Biological	FA-14-6002	1

Showcase Freshwater Aquarium Kit	Carolina Biological	FA_16-1635	1
Carolina Beaker-Breakers	Carolina Biological	FA-72-1100	1
Deluxe Lab Toolkit	Carolina Biological	FA-70-7290	6
Plastic Weigh Boats	Carolina Biological	FA-70-2332	4
Pyrex Beaker Starter Pack	Carolina Biological	FA-72-1219	4
Glass Medicine Droppers	Carolina Biological	FA-73-6905	2
Beaker Brush	Carolina Biological	FA-70-6082	4
Volumetric Flask Brush	Carolina Biological	FA-70-6140	4
Laboratory Burner	Carolina Biological	FA-70-6730	4
Polypropylene Carboy	Carolina Biological	FA-71-6390	2
Pyrex Cylinder Starter Pack	Carolina Biological	FA-72-1802	5
Polypropylene Funnel	Carolina Biological	FA-73-3000	6
Corning Hot Plate	Carolina Biological	FA-70-1016	12
Corning Digital Hot Plate/Stirrer	Carolina Biological	FA-70-1025	2
12' School Ruler	Carolina Biological	FA-70-2616	25
Meter sticks	Carolina Biological	FA-70-2624	12
Surefast Beaker Clamp	Carolina Biological	FA-70-2980	12
Teflon Coated Magnetic Spinbars	Carolina Biological	FA-70-1080	2
Laboratory Rubber Stoppers	Carolina Biological	FA-71-2486	2
Glass Stirring Rods (3x125)	Carolina Biological	FA-71-1303	1
Glass Stirring Rods (5x150)	Carolina Biological	FA-71-1305	1
Support Stand with Ring	Carolina Biological	FA-70-7172	1
Wire Gauze	Carolina Biological	FA-70-6900	2
Easy Read Envirosafe Lab Thermometers	Carolina Biological	FA-74-5413	10
Student-grade Microscope slides	Carolina Biological	FA-63-2950	8
Plastic Cover Slips	Carolina Biological	FA-63-2898	2
White Styrene Microscope and Slide Trays	Carolina Biological	FA-63-4410	2
Polypropylene Slide Tray Cabinet	Carolina Biological	FA-63-4415	1
Advanced Microscope	Carolina Biological	FA-59-0954	24
Student Stereomicroscopes	Carolina Biological	FA-59-1823	20
Video Flex 7600	Carolina Biological	FA-59-5654	2
Petri Dishes – disposable	Carolina Biological	FA-74-1250	6
Petri Dishes	Carolina Biological	FA-74-1270	40
Drying Rack	Carolina Biological	FA-73-1895	2
Stereoclave Sterilizer	Carolina Biological	FA-70-1695	1
support base	Carolina Biological	FA-70-1695A	1
Flammables Cabinet	Carolina Biological	FA-70-5390	1
Corrosives Cabinet	Carolina Biological	FA-70-5391	1
Floor Stand	Carolina Biological	FA-70-5389	1
Glass marking pencils	Carolina Biological	FA-65-7734	15

Chem Resistant Gloves	Carolina Biological	FA-66-5276	10
Wire Inoculating Needle	Carolina Biological	FA-70-3058	30
Student Classroom Dissection Set	Carolina Biological	NP-62-1097	2
Aluminum Dissecting Pan with Vinyl Pad	Carolina Biological	NP-62-9004	25
50 MI Beakers	Carolina Biological	NP-73-1003	3
Ethanol Container	Carolina Biological	NP-71-6603	4
Isopropanol Container	Carolina Biological	NP-71-6604	2
Acetone Container	Carolina Biological	NP-71-6607	2
Water (distilled) container	Carolina Biological	NP-71-6613	4
10-L carboy	Carolina Biological	NP-71-6391	2
500 ml Straight sided jar	Carolina Biological	NP-71-5744	2
10x300 mm Stirring Rods	Carolina Biological	NP-71-1311	1
Magnetic Stirring Set	Carolina Biological	NP-70-1088	1
1000 ml Containers	Carolina Biological	NP-71-5745	2
Carolina Crime Scene Bundle	Carolina Biological	FA-21-2123	1
Carolina Molymod Molecular Model Set	Carolina Biological	FA-84-0181	8
Molymod Biochemistry Teacher Set	Carolina Biological	FA-84-0185	2
Molymod DNA Model Set	Carolina Biological	FA-84-0203	2
Chemistry of Nutrients Model Kit	Carolina Biological	FA-84-0416	2
Magnetic Water Kit (class)	Carolina Biological	FA-84-0141	2
Beginners Slide Set	Carolina Biological	FA-29-1030	2
Biology Slide Set	Carolina Biological	FA-29-2124	4
Mitosis and Meiosis Slide Sets	Carolina Biological	FA-30-8826	5
Beginner's Animal Tissue Slide Set	Carolina Biological	FA-31-1956	4
Beginner's Plant Slide Set	Carolina Biological	FA-29-2416	4
Bacterial Pathogens Slide Set	Carolina Biological	FA-29-2716	2
Bacterial Types	Carolina Biological	FA-29-3964	8
2 ft. Cubic Incubator	Carolina Biological	NP-25-70-1298	1
modeling Mitosis and Meiosis Kit	Carolina Biological	FA-17-1120	2
Molymod DNA Model Set	Carolina Biological	FA-84-0203	1
DNA Replication and transcription set	Carolina Biological	FA-21-119	8
Protein Synthesis Manipulatives	Carolina Biological	FA-21-1111	2
DNA Puzzle Kit	Carolina Biological	FA-17-1050	10
Exploring electrophoresis	Carolina Biological	FA-21-1014	2
Carolina Electrophoresis Power Supply	Carolina Biological	FA-21-3674	12
Amino Acid Starter Kit	Carolina Biological	FA-21-1129	6
Genetic Code Chart	Carolina Biological	FA-57-2505	1
DNA gel electrophoresis	Carolina Biological	FA-21-3416	2
Secret life of DNA	Carolina Biological	FA-49-0987	1

Carolina White-light Box	Carolina Biological	FA-21-3693	3
Replacement Gel Chamber	Carolina Biological	FA-21-1015	21
6 well combs	Carolina Biological	NP-21-1024	6
Polypropylene Microtube Rack	Carolina Biological	NP-21-5570	12
Types of Human Chromosomes Abnormalities Kit	Carolina Biological	NP-17-3824	1
Human Genetics Traits Set	Carolina Biological	Np-17-3840	4
Genetics of Corn	Carolina Biological	NP-17-6360	4
Blood Pressure Classroom Pack	Carolina Biological	NP-69-1032	1
A dissection guide and atlas to fetal pig	Carolina Biological	NP-45-5785	15
Ecology Field Kit	Carolina Biological	NP-65-2000	1
Basic Entomology kit	Carolina Biological	NP-65-4000	3
8-oz killing jar	Carolina Biological	NP-65-4050	10
Insect Killing Fluid	Carolina Biological	NP-65-4064	3
Riker Mounts	Carolina Biological	NP-65-4534	8
Classic Binoculars	Carolina Biological	NP-60-2582	4
30 meter Measure	Carolina Biological	NP-70-2637	4
MicoAquarium	Carolina Biological	FA-13-1017	1
Combination Animal Survey Set	Carolina Biological	NP-22-1295	2
Botany survey set	Carolina Biological	NP-22-1125	2
basic fungi set	Carolina Biological	NP-22-2400	2
Modeling Photosynthesis	Carolina Biological	NP-74-6487	8
Modeling Cellular Respiration	Carolina Biological	NP-74-6500	8
Adult Safety Goggles	Carolina Biological	FA-64-6704A	3
Uvex Flex Seal Goggles	Carolina Biological	FA-64-6698	3
Autoclave Glove	Carolina Biological	FA-70-1640	4
Laboratory Aprons Value Pack	Carolina Biological	FA-70-6245	3
Laboratory Coats	Carolina Biological	FA-70-6322	2
Emergency Eye/Face/Body Double Wash	Carolina Biological	FA-64-6787	2
OSHA-Compliant First Aid Kit	Carolina Biological	FA-64-6512	2
Phot Manual and Dissection Guide for frog	Carolina Biological	NP-45-4909	10
Examining Cell Transport Kit	Carolina Biological	NP-25-1002	1
Investigating Cell Types	Carolina Biological	NP-25-1001	1
Cycling through Mitosis Kit	Carolina Biological	Np-25-1003	1
Exploring electrophoresis	Carolina Biological	FA-21-1014	1
Discovering Nucleic Acids Kit	Carolina Biological	NP-25-1005	1
Introducing Biotechnology Kit	Carolina Biological	NP-25-1008	1
Understanding Reproduction and Chromosomes Kit	Carolina Biological	NP-25-1007	1
Inquires in science: evolution lab package	Carolina Biological	NP-25-1104	1
Classifying across the kingdoms kit	Carolina Biological	NP—25-1015	1
Inquires in science: Physiology	Carolina Biological	NP-25-1105	1

Interacting Populations Kit	Carolina Biological	NP-25-1406	1
Inquires in science: ecology lab package	Carolina Biological	NB-25-1103	1
Energizing Cells Kit	Carolina Biological	NP-25-1004	1
Yearly Consumables			
DNA Puzzle Kit	Carolina Biological	FA-17-1050	2
Pyrex Beaker Starter Pack	Carolina Biological	FA-72-1219	3
Medium Gloves	Carolina Biological	FA-70-6391	6
Large Gloves	Carolina Biological	FA-70-6392	6
Introduction to Biochemistry Kit 1	Carolina Biological	FA-84-1114	1
Enzyme Activity Set	Carolina Biological	FA-84-1113	4
Carolina Environmental Sampling Kit	Carolina Biological	FA-15-4601	1
Basic Microbiology Skills Part 1	Carolina Biological	FA-15-4771	1
Investigating Cell Types Refill (coupon)	Carolina Biological	NP-25-1075	2
Exploring electrophoresis refill	Carolina Biological	FA-21-1016	1
Intro to Electrophoresis Kit	Carolina Biological	FA-21-1148	1
Dye for 8 stations	Carolina Biological	FA-21-1144	1
Replacement Carbon Fiber Sheets	Carolina Biological	FA-21-1020	2
Flightless Fruit Fly Kit	Carolina Biological	NP-17-2158	1
human Genetics biokit	Carolina Biological	NP-17-3850	1
Classifying across the kingdoms kit coupon refill(coupon)	Carolina Biological	NP-25-1084	2
Changing over time kit coupon refill (coupon)	Carolina Biological	NP-25-1083	1
Observing form and function with coupon refill	Carolina Biological	NP-25-1064	3
Plain Pig (13")	Carolina Biological	NP-22-8390	15
Exploring the Nitrogen Cycle(coupon)	Carolina Biological	NB-25-1082	1
Analyzing Population Growth Kit coupon refill	Carolina Biological	NP-25-1060	5
Energizing Cells Refill (coupon)	Carolina Biological	NP-25-1077	2
Frog Dissection Kit	Carolina Biological	NP-22-1460	5
pBlu colony transformation kit	Carolina Biological	DH-211146	1
dialysis tubing (100ft)	Carolina Biological	dh-684216	1
Economy scalpel	Carolina Biological	dh-626524	15
Mitosis and Meiosis Slide Sets	Carolina Biological	FA-30-8826	2
Carolina Experimental Enzymology Kit	Carolina Biological	dh-202275	1
Phenol Red 0.04% Aqueous 500 mL	Carolina Biological	DH-879875	1

Michigan High School Content Expectations & Strands

HSCE Code	Expectation
Standard B1	INQUIRY, REFLECTION, AND SOCIAL IMPLICATIONS
Statement B1.1	Scientific Inquiry Science is a way of understanding nature. Scientific research may begin by

	generating new scientific questions that can be answered through replicable scientific investigations that are logically developed and conducted systematically. Scientific conclusions and explanations result from careful analysis of empirical evidence and the use of logical reasoning. Some questions in science are addressed through indirect rather than direct observation, evaluating the consistency of new evidence with results predicted by models of natural processes. Results from investigations are communicated in reports that are scrutinized through a peer review process.
B1.1A	Generate new questions that can be investigated in the laboratory or field.
B1.1B	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
B1.1C	Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).
B1.1D	Identify patterns in data and relate them to theoretical models.
B1.1E	Describe a reason for a given conclusion using evidence from an investigation.
B1.1f	Predict what would happen if the variables, methods, or timing of an investigation were changed.
B1.1g	Use empirical evidence to explain and critique the reasoning used to draw a scientific conclusion or explanation.
B1.1h	Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.
B1.1i	Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.
Statement B1.2	<p><u>Scientific Reflection and Social Implications</u></p> <p>The integrity of the scientific process depends on scientists and citizens understanding and respecting the “Nature of Science.” Openness to new ideas, skepticism, and honesty are attributes required for good scientific practice. Scientists must use logical reasoning during investigation design, analysis, conclusion, and communication. Science can produce critical insights on societal problems from a personal and local scale to a global scale. Science both aids in the development of technology and provides tools for assessing the costs, risks, and benefits of technological systems. Scientific conclusions and arguments play a role in personal choice and public policy decisions. New technology and scientific discoveries have had a major influence in shaping human history. Science and technology</p>

	continue to offer diverse and significant career opportunities.
B1.2A	Critique whether or not specific questions can be answered through scientific investigations.
B1.2B	Identify and critique arguments about personal or societal issues based on scientific evidence.
B1.2C	Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.
B1.2D	Evaluate scientific explanations in a peer review process or discussion format.
B1.2E	Evaluate the future career and occupational prospects of science fields.
B1.2f	Critique solutions to problems, given criteria and scientific constraints.
B1.2g	Identify scientific tradeoffs in design decisions and choose among alternative solutions.
B1.2h	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
B1.2i	Explain the progression of ideas and explanations that leads to science theories that are part of the current scientific consensus or core knowledge.
B1.2j	Apply science principles or scientific data to anticipate effects of technological design decisions.
B1.2k	Analyze how science and society interact from a historical, political, economic, or social perspective.
Standard B2	ORGANIZATION AND DEVELOPMENT OF LIVING SYSTEMS
Statement L2.p1	<u>Cells</u> All organisms are composed of cells, from just one cell to many cells. Water accounts for more than two-thirds of the weight of a cell, which gives cells many of their properties. In multicellular organisms, specialized cells perform specialized functions. Organs and organ systems are composed of cells and function to serve the needs of organisms for food, air, and waste removal. The way in which cells function is similar in all living organisms. <i>(prerequisite)</i>
L2.p1A	Distinguish between living and nonliving systems. <i>(prerequisite)</i>
L2.p1B	Explain the importance of both water and the element carbon to cells. <i>(prerequisite)</i>
L2.p1C	Describe growth and development in terms of increase in cell number, cell size, and/or cell products. <i>(prerequisite)</i>
L2.p1d	Explain how the systems in a multicellular organism work together to support the organism. <i>(prerequisite)</i>
L2.p1E	Compare and contrast how different organisms accomplish similar functions (e.g., obtain oxygen for respiration, and excrete waste). <i>(prerequisite)</i>

Statement L2.p2	Cell Function Cells carry out the many functions needed to sustain life. They grow and divide, thereby producing more cells. Food is used to provide energy for the work that cells do and is a source of the molecular building blocks from which needed materials are assembled. <i>(prerequisite)</i>
L2.p2A	Describe how organisms sustain life by obtaining, transporting, transforming, releasing, and eliminating matter and energy. <i>(prerequisite)</i>
L2.p2B	Describe the effect of limiting food to developing cells. <i>(prerequisite)</i>
Statement L2.p3	Plants as Producers Plants are producers; they use the energy from light to make sugar molecules from the atoms of carbon dioxide and water. Plants use these sugars, along with minerals from the soil, to form fats, proteins, and carbohydrates. This food can be used immediately, incorporated into the cells of a plant as the plant grows, or stored for later use. <i>(prerequisite)</i>
L2.p3A	Explain the significance of carbon in organic molecules. <i>(prerequisite)</i>
L2.p3B	Explain the origins of plant mass. <i>(prerequisite)</i>
L2.p3C	Predict what would happen to plants growing in low carbon dioxide atmospheres. <i>(prerequisite)</i>
L2.p3D	Explain how the roots of specific plants grow. <i>(prerequisite)</i>
Statement L2.p4	Animals as Consumers All animals, including humans, are consumers; they obtain food by eating other organisms or their products. Consumers break down the structures of the organisms they eat to obtain the materials they need to grow and function. Decomposers, including bacteria and fungi, use dead organisms or their products for food. <i>(prerequisite)</i>
L2.p4A	Classify different organisms based on how they obtain energy for growth and development. <i>(prerequisite)</i>
L2.p4B	Explain how an organism obtains energy from the food it consumes. <i>(prerequisite)</i>
Statement L2.p5	Common Elements Living systems are made of complex molecules that consist mostly of a few elements, especially carbon, hydrogen, oxygen, nitrogen, and phosphorous. <i>(prerequisite)</i>
L2.p5A	Recognize the six most common elements in organic molecules (C, H, N, O, P, S). <i>(prerequisite)</i>
L2.p5B	Identify the most common complex molecules that make up living organisms. <i>(prerequisite)</i>
L2.p5C	Predict what would happen if essential elements were withheld from developing cells. <i>(prerequisite)</i>
Statement B2.1	Transformation of Matter and Energy in Cells In multicellular organisms, cells are specialized to carry out specific functions such as transport, reproduction, or energy transformation.

B2.1A	Explain how cells transform energy (ultimately obtained from the sun) from one form to another through the processes of photosynthesis and respiration. Identify the reactants and products in the general reaction of photosynthesis.
B2.1B	Compare and contrast the transformation of matter and energy during photosynthesis and respiration.
B2.1C	Explain cell division, growth, and development as a consequence of an increase in cell number, cell size, and/ or cell products.
Statement B2.1x	<u>Cell Differentiation</u> Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo.
B2.1d	Describe how, through cell division, cells can become specialized for specific function.
B2.1e	Predict what would happen if the cells from one part of a developing embryo were transplanted to another part of the embryo.
Statement B2.2	<u>Organic Molecules</u> There are four major categories of organic molecules that make up living systems: carbohydrates, fats, proteins, and nucleic acids.
B2.2A	Explain how carbon can join to other carbon atoms in chains and rings to form large and complex molecules.
B2.2B	Recognize the six most common elements in organic molecules (C, H, N, O, P, S).
B2.2C	Describe the composition of the four major categories of organic molecules (carbohydrates, lipids, proteins, and nucleic acids).
B2.2D	Explain the general structure and primary functions of the major complex organic molecules that compose living organisms.
B2.2E	Describe how dehydration and hydrolysis relate to organic molecules.
Statement B2.2x	<u>Proteins</u> Protein molecules are long, usually folded chains composed mostly of amino acids and are made of C, H, O, and N. Protein molecules assemble fats and carbohydrates; they function as enzymes, structural components, and hormones. The function of each protein molecule depends on its specific sequence of amino acids and the shape of the molecule.
B2.2f	Explain the role of enzymes and other proteins in biochemical functions (e.g., the protein hemoglobin carries oxygen in some organisms, digestive enzymes, and hormones).
B2.2g	Propose how moving an organism to a new environment may influence its ability to survive and predict the possible impact of this type of transfer.
Statement B2.3	<u>Maintaining Environmental Stability</u> The internal environment of living things must remain relatively constant. Many systems work together to maintain stability. Stability is challenged by

	changing physical, chemical, and environmental conditions as well as the presence of disease agents.
B2.3A	Describe how cells function in a narrow range of physical conditions, such as temperature and pH (acidity), to perform life functions.
B2.3B	Describe how the maintenance of a relatively stable internal environment is required for the continuation of life.
B2.3C	Explain how stability is challenged by changing physical, chemical, and environmental conditions as well as the presence of disease agents.
Statement B2.3x	<u>Homeostasis</u> The internal environment of living things must remain relatively constant. Many systems work together to maintain homeostasis. When homeostasis is lost, death occurs.
B2.3d	Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.
B2.3e	Describe how human body systems maintain relatively constant internal conditions (temperature, acidity, and blood sugar).
B2.3f	Explain how human organ systems help maintain human health.
B2.3g	Compare the structure and function of a human body system or subsystem to a nonliving system (e.g., human joints to hinges, enzyme and substrate to interlocking puzzle pieces).
Statement B2.4	<u>Cell Specialization</u> In multicellular organisms, specialized cells perform specialized functions. Organs and organ systems are composed of cells and function to serve the needs of cells for food, air, and waste removal. The way in which cells function is similar in all living organisms.
B2.4A	Explain that living things can be classified based on structural, embryological, and molecular (relatedness of DNA sequence) evidence.
B2.4B	Describe how various organisms have developed different specializations to accomplish a particular function and yet the end result is the same (e.g., excreting nitrogenous wastes in animals, obtaining oxygen for respiration).
B2.4C	Explain how different organisms accomplish the same result using different structural specializations (gills vs. lungs vs. membranes).
B2.4d	Analyze the relationships among organisms based on their shared physical, biochemical, genetic, and cellular characteristics and functional processes.
B2.4e	Explain how cellular respiration is important for the production of ATP (build on aerobic vs. anaerobic).
B2.4f	Recognize and describe that both living and nonliving things are composed of compounds, which are themselves made up of elements joined by energy containing bonds, such as those in ATP.
B2.4g	Explain that some structures in the modern eukaryotic cell developed from

	early prokaryotes, such as mitochondria, and in plants, chloroplasts.
B2.4h	Describe the structures of viruses and bacteria.
B2.4i	Recognize that while viruses lack cellular structure, they have the genetic material to invade living cells.
Statement B2.5	<u>Living Organism Composition</u> All living or once-living organisms are composed of carbohydrates, lipids, proteins, and nucleic acids. Carbohydrates and lipids contain many carbon-hydrogen bonds that also store energy.
B2.5A	Recognize and explain that macromolecules such as lipids contain high energy bonds.
B2.5B	Explain how major systems and processes work together in animals and plants, including relationships between organelles, cells, tissues, organs, organ systems, and organisms. Relate these to molecular functions.
B2.5C	Describe how energy is transferred and transformed from the Sun to energy-rich molecules during photosynthesis.
B2.5D	Describe how individual cells break down energy-rich molecules to provide energy for cell functions.
Statement B2.5x	<u>Energy Transfer</u> All living or once-living organisms are composed of carbohydrates, lipids, proteins, and nucleic acids. Carbohydrates and lipids contain many carbon-hydrogen bonds that also store energy. However, that energy must be transferred to ATP (adenosine triphosphate) to be usable by the cell.
B2.5e	Explain the interrelated nature of photosynthesis and cellular respiration in terms of ATP synthesis and degradation.
B2.5f	Relate plant structures and functions to the process of photosynthesis and respiration.
B2.5g	Compare and contrast plant and animal cells.
B2.5h	Explain the role of cell membranes as a highly selective barrier (diffusion, osmosis, and active transport).
B2.5i	Relate cell parts/organelles to their function.
Statement B2.6x	<u>Internal/External Cell Regulation</u> Cellular processes are regulated both internally and externally by environments in which cells exist, including local environments that lead to cell differentiation during the development of multicellular organisms. During the development of complex multicellular organisms, cell differentiation is regulated through the expression of different genes.
B2.6a	Explain that the regulatory and behavioral responses of an organism to external stimuli occur in order to maintain both short- and long-term equilibrium.
B2.r6b	Explain that complex interactions among the different kinds of molecules in the cell cause distinct cycles of activities, such as growth and division. Note that cell behavior can also be affected by molecules from other parts of the

	organism, such as hormones. <i>(recommended)</i>
B2.r6c	Recognize and explain that communication and/or interaction are required between cells to coordinate their diverse activities. <i>(recommended)</i>
B2.r6d	Explain how higher levels of organization result from specific complex interactions of smaller units and that their maintenance requires a constant input of energy as well as new material. <i>(recommended)</i>
B2.r6e	Analyze the body's response to medical interventions such as organ transplants, medicines, and inoculations. <i>(recommended)</i>
Standard B3	INTERDEPENDENCE OF LIVING SYSTEMS AND THE ENVIRONMENT
Statement L3.p1	<u>Populations, Communities, and Ecosystems</u> Organisms of one species form a population. Populations of different organisms interact and form communities. Living communities and the nonliving factors that interact with them form ecosystems. <i>(prerequisite)</i>
L3.p1A	Provide examples of a population, community, and ecosystem. <i>(prerequisite)</i>
Statement L3.p2	<u>Relationships Among Organisms</u> Two types of organisms may interact with one another in several ways; they may be in a producer/consumer, predator/prey, or parasite/host relationship. Or one organism may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could survive without the other. <i>(prerequisite)</i>
L3.p2A	Describe common relationships among organisms and provide examples of producer/consumer, predator/ prey, or parasite/host relationship. <i>(prerequisite)</i>
L3.p2B	Describe common ecological relationships between and among species and their environments (competition, territory, carrying capacity, natural balance, population, dependence, survival, and other biotic and abiotic factors). <i>(prerequisite)</i>
L3.p2C	Describe the role of decomposers in the transfer of energy in an ecosystem. <i>(prerequisite)</i>
L3.p2D	Explain how two organisms can be mutually beneficial and how that can lead to interdependency. <i>(prerequisite)</i>
Statement L3.p3	<u>Factors Influencing Ecosystems</u> The number of organisms and populations an ecosystem can support depends on the biotic resources available and abiotic factors, such as quantity of light and water, range of temperatures, and soil composition. <i>(prerequisite)</i>
L3.p3A	Identify the factors in an ecosystem that influence fluctuations in population size. <i>(prerequisite)</i>
L3.p3B	Distinguish between the living (biotic) and nonliving (abiotic) components of an ecosystem. <i>(prerequisite)</i>

L3.p3C	Explain how biotic and abiotic factors cycle in an ecosystem (water, carbon, oxygen, and nitrogen). <i>(prerequisite)</i>
L3.p3D	Predict how changes in one population might affect other populations based upon their relationships in a food web. <i>(prerequisite)</i>
Statement L3.p4	<u>Human Impact on Ecosystems</u> All organisms cause changes in their environments. Some of these changes are detrimental, whereas others are beneficial. <i>(prerequisite)</i>
L3.p4A	Recognize that, and describe how, human beings are part of Earth's ecosystems. Note that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. <i>(prerequisite)</i>
Statement B3.1	<u>Photosynthesis and Respiration</u> Organisms acquire their energy directly or indirectly from sunlight. Plants capture the Sun's energy and use it to convert carbon dioxide and water to sugar and oxygen through the process of photosynthesis. Through the process of cellular respiration, animals are able to release the energy stored in the molecules produced by plants and use it for cellular processes, producing carbon dioxide and water.
B3.1A	Describe how organisms acquire energy directly or indirectly from sunlight.
B3.1B	Illustrate and describe the energy conversions that occur during photosynthesis and respiration.
B3.1C	Recognize the equations for photosynthesis and respiration and identify the reactants and products for both.
B3.1D	Explain how living organisms gain and use mass through the processes of photosynthesis and respiration.
B3.1e	Write the chemical equation for photosynthesis and cellular respiration and explain in words what they mean.
B3.1f	Summarize the process of photosynthesis.
Statement B3.2	<u>Ecosystems</u> The chemical elements that make up the molecules of living things pass through food webs and are combined and recombined in different ways. At each link in an ecosystem, some energy is stored in newly made structures, but much is dissipated into the environment as heat. Continual input of energy from sunlight keeps the process going.
B3.2A	Identify how energy is stored in an ecosystem.
B3.2B	Describe energy transfer through an ecosystem, accounting for energy lost to the environment as heat.
B3.2C	Draw the flow of energy through an ecosystem. Predict changes in the food web when one or more organisms are removed.
Statement B3.3	<u>Element Recombination</u> As matter cycles and energy flows through different levels of organization of living systems—cells, organs, organisms, and communities—and between living systems and the physical environment, chemical elements

	are recombined in different ways. Each recombination results in storage and dissipation of energy into the environment as heat. Matter and energy are conserved in each change.
B3.3A	Use a food web to identify and distinguish producers, consumers, and decomposers and explain the transfer of energy through trophic levels.
B3.3b	Describe environmental processes (e.g., the carbon and nitrogen cycles) and their role in processing matter crucial for sustaining life.
Statement B3.4	<u>Changes in Ecosystems</u> Although the interrelationships and interdependence of organisms may generate biological communities in ecosystems that are stable for hundreds or thousands of years, ecosystems always change when climate changes or when one or more new species appear as a result of migration or local evolution. The impact of the human species has major consequences for other species.
B3.4A	Describe ecosystem stability. Understand that if a disaster such as flood or fire occurs, the damaged ecosystem is likely to recover in stages of succession that eventually result in a system similar to the original one.
B3.4B	Recognize and describe that a great diversity of species increases the chance that at least some living organisms will survive in the face of cataclysmic changes in the environment.
B3.4C	Examine the negative impact of human activities.
Statement B3.4x	<u>Human Impact</u> Humans can have tremendous impact on the environment. Sometimes their impact is beneficial, and sometimes it is detrimental.
B3.4d	Describe the greenhouse effect and list possible causes.
B3.4e	List the possible causes and consequences of global warming.
Statement B3.5	<u>Populations</u> Populations of living things increase and decrease in size as they interact with other populations and with the environment. The rate of change is dependent upon relative birth and death rates.
B3.5A	Graph changes in population growth, given a data table.
B3.5B	Explain the influences that affect population growth.
B3.5C	Predict the consequences of an invading organism on the survival of other organisms.
Statement B3.5x	<u>Environmental Factors</u> The shape of population growth curves vary with the type of organism and environmental conditions, such as availability of nutrients and space. As the population increases and resources become more scarce, the population usually stabilizes at the carrying capacity of that environment.
B3.5d	Describe different reproductive strategies employed by various organisms and explain their advantages and disadvantages.
B3.5e	Recognize that and describe how the physical or chemical environment

	may influence the rate, extent, and nature of population dynamics within ecosystems.
B3.5f	Graph an example of exponential growth. Then show the population leveling off at the carrying capacity of the environment.
B3.5g	Diagram and describe the stages of the life cycle for a human disease-causing organism. <i>(recommended)</i>
Standard B4	GENETICS
L4.p1	<u>Reproduction</u> Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually. <i>(prerequisite)</i>
L4.p1A	Compare and contrast the differences between sexual and asexual reproduction. <i>(prerequisite)</i>
L4.p1B	Discuss the advantages and disadvantages of sexual vs. asexual reproduction. <i>(prerequisite)</i>
Statement L4.p2	<u>Heredity and Environment</u> The characteristics of organisms are influenced by heredity and environment. For some characteristics, inheritance is more important. For other characteristics, interactions with the environment are more important. <i>(prerequisite)</i>
L4.p2A	Explain that the traits of an individual are influenced by both the environment and the genetics of the individual. Acquired traits are not inherited; only genetic traits are inherited. <i>(prerequisite)</i>
Statement B4.1	<u>Genetics and Inherited Traits</u> Hereditary information is contained in genes, located in the chromosomes of each cell. Cells contain many thousands of different genes. One or many genes can determine an inherited trait of an individual, and a single gene can influence more than one trait. Before a cell divides, this genetic information must be copied and apportioned evenly into the daughter cells.
B4.1A	Draw and label a homologous chromosome pair with heterozygous alleles highlighting a particular gene location.
B4.1B	Explain that the information passed from parents to offspring is transmitted by means of genes that are coded in DNA molecules. These genes contain the information for the production of proteins.
B4.1c	Differentiate between dominant, recessive, co-dominant, polygenic, and sex-linked traits.
B4.1d	Explain the genetic basis for Mendel's laws of segregation and independent assortment.
B4.1e	Determine the genotype and phenotype of monohybrid crosses using a Punnett Square.
Statement B4.2	<u>DNA</u>

	The genetic information encoded in DNA molecules provides instructions for assembling protein molecules. Genes are segments of DNA molecules. Inserting, deleting, or substituting DNA segments can alter genes. An altered gene may be passed on to every cell that develops from it. The resulting features may help, harm, or have little or no effect on the offspring's success in its environment.
B4.2A	Show that when mutations occur in sex cells, they can be passed on to offspring (inherited mutations), but if they occur in other cells, they can be passed on to descendant cells only (noninherited mutations).
B4.2B	Recognize that every species has its own characteristic DNA sequence.
B4.2C	Describe the structure and function of DNA.
B4.2D	Predict the consequences that changes in the DNA composition of particular genes may have on an organism (e.g., sickle cell anemia, other).
B4.2E	Propose possible effects (on the genes) of exposing an organism to radiation and toxic chemicals.
Statement B4.2x	DNA, RNA, and Protein Synthesis Protein synthesis begins with the information in a sequence of DNA bases being copied onto messenger RNA. This molecule moves from the nucleus to the ribosome in the cytoplasm where it is "read." Transfer RNA brings amino acids to the ribosome, where they are connected in the correct sequence to form a specific protein.
B4.2f	Demonstrate how the genetic information in DNA molecules provides instructions for assembling protein molecules and that this is virtually the same mechanism for all life forms.
B4.2g	Describe the processes of replication, transcription, and translation and how they relate to each other in molecular biology.
B4.2h	Recognize that genetic engineering techniques provide great potential and responsibilities.
B4.2i	Explain how recombinant DNA technology allows scientists to analyze the structure and function of genes. (<i>recommended</i>)
Statement B4.3	Cell Division — Mitosis and Meiosis Sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations from the offspring of any two parents.
B4.3A	Compare and contrast the processes of cell division (mitosis and meiosis), particularly as those processes relate to production of new cells and to passing on genetic information between generations.
B4.3B	Explain why only mutations occurring in gametes (sex cells) can be passed on to offspring.
B4.3C	Explain how it might be possible to identify genetic defects from just a karyotype of a few cells.
B4.3d	Explain that the sorting and recombination of genes in sexual reproduction

	result in a great variety of possible gene combinations from the offspring of two parents.
B4.3e	Recognize that genetic variation can occur from such processes as crossing over, jumping genes, and deletion and duplication of genes.
B4.3f	Predict how mutations may be transferred to progeny.
B4.3g	Explain that cellular differentiation results from gene expression and/or environmental influence (e.g., metamorphosis, nutrition).
Statement B4.4x	<u>Genetic Variation</u> Genetic variation is essential to biodiversity and the stability of a population. Genetic variation is ensured by the formation of gametes and their combination to form a zygote. Opportunities for genetic variation also occur during cell division when chromosomes exchange genetic material causing permanent changes in the DNA sequences of the chromosomes. Random mutations in DNA structure caused by the environment are another source of genetic variation.
B4.4a	Describe how inserting, deleting, or substituting DNA segments can alter a gene. Recognize that an altered gene may be passed on to every cell that develops from it and that the resulting features may help, harm, or have little or no effect on the offspring's success in its environment.
B4.4b	Explain that gene mutation in a cell can result in uncontrolled cell division called cancer. Also know that exposure of cells to certain chemicals and radiation increases mutations and thus increases the chance of cancer.
B4.4c	Explain how mutations in the DNA sequence of a gene may be silent or result in phenotypic change in an organism and in its offspring.
Statement B4.r5x	<u>Recombinant DNA</u> Recombinant DNA technology allows scientists in the laboratory to combine the genes from different sources, sometimes different species, into a single DNA molecule. This manipulation of genes using bacterial plasmids has been used for many practical purposes including the mass production of chemicals and drugs. (<i>recommended</i>)
B4.r5a	Explain how recombinant DNA technology allows scientists to analyze the structure and function of genes. (<i>recommended</i>)
B4.r5b	Evaluate the advantages and disadvantages of human manipulation of DNA. (<i>recommended</i>)
Standard B5	EVOLUTION AND BIODIVERSITY

Statement L5.p1	<u>Survival and Extinction</u> Individual organisms with certain traits in particular environments are more likely than others to survive and have offspring. When an environment changes, the advantage or disadvantage of characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are insufficient to allow survival. Fossils indicate that many organisms that lived long ago are extinct. Extinction of species is common; most of the species that have lived on the Earth no longer exist. <i>(prerequisite)</i>
L5.p1A	Define a species and give examples. <i>(prerequisite)</i>
L5.p1B	Define a population and identify local populations. <i>(prerequisite)</i>
L5.p1C	Explain how extinction removes genes from the gene pool. <i>(prerequisite)</i>
L5.p1D	Explain the importance of the fossil record. <i>(prerequisite)</i>
Statement L5.p2	<u>Classification</u> Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms. In classifying organisms, biologists consider details of internal and external structures to be more important than behavior or general appearance. <i>(prerequisite)</i>
L5.p2A	Explain, with examples, that ecology studies the varieties and interactions of living things across space while evolution studies the varieties and interactions of living things across time. <i>(prerequisite)</i>
Statement B5.1	<u>Theory of Evolution</u> The theory of evolution provides a scientific explanation for the history of life on Earth as depicted in the fossil record and in the similarities evident within the diversity of existing organisms.
B5.1A	Summarize the major concepts of natural selection (differential survival and reproduction of chance inherited variants, depending on environmental conditions).
B5.1B	Describe how natural selection provides a mechanism for evolution.
B5.1c	Summarize the relationships between present-day organisms and those that inhabited the Earth in the past (e.g., use fossil record, embryonic stages, homologous structures, chemical basis).
B5.1d	Explain how a new species or variety originates through the evolutionary process of natural selection.
B5.1e	Explain how natural selection leads to organisms that are well suited for the environment (differential survival and reproduction of chance inherited variants, depending upon environmental conditions).
B5.1f	Explain, using examples, how the fossil record, comparative anatomy, and other evidence supports the theory of evolution.
B5.1g	Illustrate how genetic variation is preserved or eliminated from a population through natural selection (evolution) resulting in biodiversity.
Statement B5.2x	<u>Molecular Evidence</u>

	Molecular evidence substantiates the anatomical evidence for evolution and provides additional detail about the sequence in which various lines of descents branched.
B5.2a	Describe species as reproductively distinct groups of organisms that can be classified based on morphological, behavioral, and molecular similarities.
B5.2b	Explain that the degree of kinship between organisms or species can be estimated from the similarity of their DNA and protein sequences.
B5.2c	Trace the relationship between environmental changes and changes in the gene pool, such as genetic drift and isolation of subpopulations.
B5.r2d	Interpret a cladogram or phylogenetic tree showing evolutionary relationships among organisms. <i>(recommended)</i>
Statement B5.3	<u>Natural Selection</u> Evolution is the consequence of natural selection, the interactions of (1) the potential for a population to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection from environmental pressure of those organisms better able to survive and leave offspring.
B5.3A	Explain how natural selection acts on individuals, but it is populations that evolve. Relate genetic mutations and genetic variety produced by sexual reproduction to diversity within a given population.
B5.3B	Describe the role of geographic isolation in speciation.
B5.3C	Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.
B5.3d	Explain how evolution through natural selection can result in changes in biodiversity.
B5.3e	Explain how changes at the gene level are the foundation for changes in populations and eventually the formation of new species.
B5.3f	Demonstrate and explain how biotechnology can improve a population and species.

CHEMISTRY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10

Prerequisites: None

This course provides a yearlong introduction to chemistry. First semester topics include energy and matter, atomic structure and configurations, the periodic table, chemical formulas and bonding, chemical reactions and equations, and moles. Second semester topics include heat and stoichiometry, states of matter, solutions and chemical equilibrium, and acids and bases. Labs done throughout the year provide an opportunity to apply knowledge learned during discussion and group work exercises.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Metrics	<ul style="list-style-type: none">• Understand and be able to use the terms: accuracy, precision, parallax.• Identify uncertainty in measurements, calculations, and in the lab.• Interconvert numbers between decimal notation and scientific notation.• Determine the number of significant figures in a number and be able to solve simple mathematical operations with the correct number of significant figures (addition/subtraction, and multiplication/division).• Solve percent error problems using the correct number of significant figures.• Memorize metric prefixes and use them to solve metric conversions problems.• Calculate the volume and/or area of an object from its dimensions.• Analyze measurements of different units in order to determine their relative size	C1, C4.3, C4.7

	<p>(larger or smaller).</p> <ul style="list-style-type: none"> • Understand how to recognize and solve a variety of dimensional analysis problems. • Understand and apply the relationship among density, volume, and mass of objects. 	
<p>Unit 2 Atoms and Nomenclature</p>	<ul style="list-style-type: none"> • Be familiar with the history of the atom, including how it was viewed by scientists in the past and present and the important discoveries made about its composition. • Understand the structure and composition of the atom, and the similarities and differences among the subatomic particles inside. • Given combinations of the atomic number, mass number, atomic mass, charge, and/or the number of electrons or protons, find missing information on or describe an element or ion. • Know where certain types of elements are located on a periodic table, what kinds of bonds they can form and which elements they form them with, and the charges and ratios they may take if forming ionic bonds. • Understand what isotopes are and be able to use the relative abundance of an element's isotopes to determine its average atomic mass. • Be able to identify and determine chemical formulas and/or names of ionic compounds, molecular (covalent) compounds, and acids. 	C1, C4.8, C4.10, C4.2, C5.5
<p>Unit 3 Chemical Equations</p>	<ul style="list-style-type: none"> • Be able to balance chemical equations • Be able to classify and predict products for combination reactions, decomposition reactions, single replacement reactions, double replacement reactions, and combustion 	C1, C5.2, C5.6

	<p>reactions.</p> <ul style="list-style-type: none"> Given a word equation, be able to write, molecular, complete, and net ionic equations for reactions. 	
Unit 4 The Mole	<ul style="list-style-type: none"> Understand the concept of the mole and how it relates to the number of molecules or atoms in a substance, the mass (in grams) of a compound, and the volume of a gas at STP. Be able to solve conversion problems using these relationships. Calculate the concentration of a solution in Molarity and know how and when to use it in calculations. Recognize dilution problems and be able to solve for unknown concentrations or volumes. Solve for percent composition, empirical formula, and molecular formula of a compound. 	C1, C4.1, C4.6
Unit 5 Stoichiometry	<ul style="list-style-type: none"> Given a quantity of a reactant or product (moles, grams, L, molecules, atoms, etc.) in a reaction, be able to find various quantities of other reactants or products using the mole: mole ratio of the balanced equation. Determine the limiting reagent in a chemical reaction. Calculate theoretical yields of products and quantities of excess reactants. Understand when and how to calculate the percent yield of an experiment that does not produce the theoretical yield determined by the limiting reagent. 	C1, C4.1, C4.2, C4.6, C4.8, C5.2, C5.5, C5.6
Unit 6 Electrons	<ul style="list-style-type: none"> Determine short-hand and long-hand electron configuration for elements on the periodic table. Draw Lewis-dot and orbital diagrams for elements on the periodic table. Determine quantum numbers for elements on the periodic table. Use quantum numbers to identify elements or the total number of 	C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6

	<p>electrons</p> <ul style="list-style-type: none"> Understand and apply the relationship among energy, frequency, and wavelength of electromagnetic waves. 	
<p>Unit 7 Periodic Table</p>	<ul style="list-style-type: none"> Understand the history, organization, and common properties of elements located on the periodic table. Be able to define and identify trends on the periodic table involving ionization energy, atomic radius, reactivity, valence electrons, electronegativity, oxidation state, and melting/boiling point. 	<p>C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6</p>
<p>Unit 8 Chemical Bonding and Molecular Geometry</p>	<ul style="list-style-type: none"> Be able to determine the shape, bond angle, and polarity of molecules. Understand the factors that affect chemical bonding and intermolecular forces in a molecule. Understand the concept of resonance and be able to determine when it exists in a molecule. 	<p>C1, C2.1, C4.3, C4.4, C5.8</p>
<p>Unit 9 Changing State and Thermochemistry</p>	<ul style="list-style-type: none"> Understand kinetic molecular theory, and how it relates to gases, liquids, and solids. Understand the factors that cause a change of state and be able to analyze phase change diagrams. Use and apply the concepts of calorimetry, heat capacity, specific heat, heat of fusion, heat of vaporization, melting point, and boiling point. Be able to determine the change of energy or temperature in a process and classify the it as either endothermic or exothermic. 	<p>C1, C2.1, C2.2, C3.3, C3.4, C4.3, C4.7, C5.4</p>
<p>Unit 10 Gas Laws</p>	<ul style="list-style-type: none"> Define and apply relationships among pressure, volume, temperature, and number of particles of a gas. Be able to recognize and solve 	<p>C1, C2.2, C4.3, C4.5, C5.2</p>

	stoichiometry problems involving gas laws.	
Unit 11 Acids & Bases	<ul style="list-style-type: none"> Define and list properties of acids and bases, including relative strength. Calculate the pH, hydrogen ion concentration, and hydroxide ion concentration of a solution. Be able to identify a solution as acidic, basic, or neutral. Understand the relationship among acids, bases, and their conjugates. Understand how acids and bases react with each other to neutralize in a titration. 	C1, C4.3, C5.3, C5.7

HSCE Code	Expectation
Standard C1	INQUIRY, REFLECTION, AND SOCIAL IMPLICATIONS
Statement C1.1	Scientific Inquiry Science is a way of understanding nature. Scientific research may begin by generating new scientific questions that can be answered through replicable scientific investigations that are logically developed and conducted systematically. Scientific conclusions and explanations result from careful analysis of empirical evidence and the use of logical reasoning. Some questions in science are addressed through indirect rather than direct observation, evaluating the consistency of new evidence with results predicted by models of natural processes. Results from investigations are communicated in reports that are scrutinized through a peer review process.
C1.1A	Generate new questions that can be investigated in the laboratory or field.
C1.1B	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
C1.1C	Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).

HSCE Code	Expectation
C1.1D	Identify patterns in data and relate them to theoretical models.
C1.1E	Describe a reason for a given conclusion using evidence from an investigation.
C1.1f	Predict what would happen if the variables, methods, or timing of an investigation were changed.
C1.1g	Based on empirical evidence, explain and critique the reasoning used to draw a scientific conclusion or explanation.
C1.1h	Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.
C1.1i	Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.
StatementC1.2	<p>Scientific Reflection and Social Implications</p> <p>The integrity of the scientific process depends on scientists and citizens understanding and respecting the "Nature of Science." Openness to new ideas, skepticism, and honesty are attributes required for good scientific practice. Scientists must use logical reasoning during investigation design, analysis, conclusion, and communication. Science can produce critical insights on societal problems from a personal and local scale to a global scale. Science both aids in the development of technology and provides tools for assessing the costs, risks, and benefits of technological systems. Scientific conclusions and arguments play a role in personal choice and public policy decisions. New technology and scientific discoveries have had a major influence in shaping human history. Science and technology continue to offer diverse and significant career opportunities.</p>
C1.2A	Critique whether or not specific questions can be answered through scientific investigations.
C1.2B	Identify and critique arguments about personal or societal issues based on scientific evidence.
C1.2C	Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.
C1.2D	Evaluate scientific explanations in a peer review process or discussion format.
C1.2E	Evaluate the future career and occupational prospects of science fields.
C1.2f	Critique solutions to problems, given criteria and scientific constraints.
C1.2g	Identify scientific tradeoffs in design decisions and choose among alternative solutions.

HSCE Code	Expectation
C1.2h	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
C1.2i	Explain the progression of ideas and explanations that lead to science theories that are part of the current scientific consensus or core knowledge.
C1.2j	Apply science principles or scientific data to anticipate effects of technological design decisions.
C1.2k	Analyze how science and society interact from a historical, political, economic, or social perspective.
Standard C2	Forms of Energy
Statement P2.p1	P2.p1 Potential Energy (prerequisite) Three forms of potential energy are gravitational, elastic, and chemical. Objects can have elastic potential energy due to their compression or chemical potential energy due to the arrangement of the atoms. (prerequisite)
P2.p1A	Describe energy changes associated with changes of state in terms of the arrangement and order of the atoms (molecules) in each state. (prerequisite)
P2.p1B	Use the positions and arrangements of atoms and molecules in solid, liquid, and gas state to explain the need for an input of energy for melting and boiling and a release of energy in condensation and freezing. (prerequisite)
Statement C2.1x	Chemical Potential Energy Potential energy is stored whenever work must be done to change the distance between two objects. The attraction between the two objects may be gravitational, electrostatic, magnetic, or strong force. Chemical potential energy is the result of electrostatic attractions between atoms.
C2.1a	Explain the changes in potential energy (due to electrostatic interactions) as a chemical bond forms and use this to explain why bond breaking always requires energy.
C2.1b	Describe energy changes associated with chemical reactions in terms of bonds broken and formed (including intermolecular forces).
C2.1c	Compare qualitatively the energy changes associated with melting various types of solids in terms of the types of forces between the particles in the solid.
Statement C2.2	Molecules in Motion Molecules that compose matter are in constant motion (translational, rotational, and vibrational). Energy may be transferred from one object to another during collisions between molecules.
C2.2A	Describe conduction in terms of molecules bumping into each other to transfer energy. Explain why there is better conduction in solids and liquids

HSCE Code	Expectation
	than gases.
C2.2B	Describe the various states of matter in terms of the motion and arrangement of the molecules (atoms) making up the substance.
StatementC2.2x	Molecular Entropy As temperature increases, the average kinetic energy and the entropy of the molecules in a sample increases.
C2.2c	Explain changes in pressure, volume, and temperature for gases using the kinetic molecular model.
C2.2d	Explain convection and the difference in transfer of thermal energy for solids, liquids, and gases using evidence that molecules are in constant motion.
C2.2e	Compare the entropy of solids, liquids, and gases.
<u>C2.2f</u>	Compare the average kinetic energy of the molecules in a metal object and a wood object at room temperature.
StatementC2.3x	Breaking Chemical Bonds For molecules to react, they must collide with enough energy (activation energy) to break old chemical bonds before their atoms can be rearranged to form new substances.
C2.3a	Explain how the rate of a given chemical reaction is dependent on the temperature and the activation energy.
<u>C2.3b</u>	Draw and analyze a diagram to show the activation energy for an exothermic reaction that is very slow at room temperature.
StatementC2.4x	Electron Movement For each element, the arrangement of electrons surrounding the nucleus is unique. These electrons are found in different energy levels and can only move from a lower energy level (closer to nucleus) to a higher energy level (farther from nucleus) by absorbing energy in discrete packets. The energy content of the packets is directly proportional to the frequency of the radiation. These electron transitions will produce unique absorption spectra for each element. When the electron returns from an excited (high energy state) to a lower energy state, energy is emitted in only certain wavelengths of light, producing an emission spectra.
C2.4a	Describe energy changes in flame tests of common elements in terms of the (characteristic) electron transitions.
C2.4b	Contrast the mechanism of energy changes and the appearance of absorption and emission spectra.
C2.4c	Explain why an atom can absorb only certain wavelengths of light.
C2.4d	Compare various wavelengths of light (visible and nonvisible) in terms of frequency and relative energy.

HSCE Code	Expectation
StatementC2.5x	Nuclear Stability Nuclear stability is related to a decrease in potential energy when the nucleus forms from protons and neutrons. If the neutron/proton ratio is unstable, the element will undergo radioactive decay. The rate of decay is characteristic of each isotope; the time for half the parent nuclei to decay is called the half-life. Comparison of the parent/daughter nuclei can be used to determine the age of a sample. Heavier elements are formed from the fusion of lighter elements in the stars.
C2.5a	Determine the age of materials using the ratio of stable and unstable isotopes of a particular type.
<u>C2.r5b</u>	Illustrate how elements can change in nuclear reactions using balanced equations. <i>(recommended)</i>
C2.r5c	Describe the potential energy changes as two protons approach each other. <i>(recommended)</i>
C2.r5d	Describe how and where all the elements on earth were formed. <i>(recommended)</i>
Standard C3	ENERGY TRANSFER AND CONSERVATION
StatementP3.p1	Conservation of Energy (<i>prerequisite</i>) When energy is transferred from one system to another, the quantity of energy before transfer equals the quantity of energy after transfer. <i>(prerequisite)</i>
P3.p1A	Explain that the amount of energy necessary to heat a substance will be the same as the amount of energy released when the substance is cooled to the original temperature. <i>(prerequisite)</i>
StatementC3.1x	Hess's Law For chemical reactions where the state and amounts of reactants and products are known, the amount of energy transferred will be the same regardless of the chemical pathway. This relationship is called Hess's law.
C3.1a	Calculate the ΔH for a given reaction using Hess's Law.
C3.1b	Draw enthalpy diagrams for exothermic and endothermic reactions.
<u>C3.1c</u>	Calculate the ΔH for a chemical reaction using simple coffee cup calorimetry.
C3.1d	Calculate the amount of heat produced for a given mass of reactant from a balanced chemical equation.
StatementP3.P2	P3.p2 Energy Transfer (<i>prerequisite</i>) Nuclear reactions take place in the sun. In plants, light from the sun is transferred to oxygen and carbon compounds, which, in combination, have chemical potential energy (photosynthesis). <i>(prerequisite)</i>

HSCE Code	Expectation
P3.P2a	Trace (or diagram) energy transfers involving various types of energy including nuclear, chemical, electrical, sound, and light. (<i>prerequisite</i>)
StatementC3.2x	Enthalpy Chemical reactions involve breaking bonds in reactants (endothermic) and forming new bonds in the products (exothermic). The enthalpy change for a chemical reaction will depend on the relative strengths of the bonds in the reactants and products.
C3.2a	Describe the energy changes in photosynthesis and in the combustion of sugar in terms of bond breaking and bond making.
C3.2b	Describe the relative strength of single, double, and triple covalent bonds between nitrogen atoms.
StatementC3.3	Heating Impacts Heating increases the kinetic (translational, rotational, and vibrational) energy of the atoms composing elements and the molecules or ions composing compounds. As the kinetic (translational) energy of the atoms, molecules, or ions increases, the temperature of the matter increases. Heating a sample of a crystalline solid increases the kinetic (vibrational) energy of the atoms, molecules, or ions. When the kinetic (vibrational) energy becomes great enough, the crystalline structure breaks down, and the solid melts.
C3.3A	Describe how heat is conducted in a solid.
C3.3B	Describe melting on a molecular level.
StatementC3.3x	Bond Energy Chemical bonds possess potential (vibrational and rotational) energy.
C3.3c	Explain why it is necessary for a molecule to absorb energy in order to break a chemical bond.
StatementC3.4	Endothermic and Exothermic Reactions Chemical interactions either release energy to the environment (exothermic) or absorb energy from the environment (endothermic).
C3.4A	Use the terms endothermic and exothermic correctly to describe chemical reactions in the laboratory.
C3.4B	Explain why chemical reactions will either release or absorb energy.
StatementC3.4x	Enthalpy and Entropy All chemical reactions involve rearrangement of the atoms. In an exothermic reaction, the products have less energy than the reactants. There are two natural driving forces: (1) toward minimum energy (enthalpy) and (2) toward maximum disorder (entropy).
C3.4c	Write chemical equations including the heat term as a part of equation or using H notation.

HSCE Code	Expectation
C3.4d	Draw enthalpy diagrams for reactants and products in endothermic and exothermic reactions.
C3.4e	Predict if a chemical reaction is spontaneous given the enthalpy (ΔH) and entropy (ΔS) changes for the reaction using Gibb's Free Energy, $\Delta G = \Delta H - T\Delta S$ (Note: mathematical computation of ΔG is not required.)
C3.4f	Explain why some endothermic reactions are spontaneous at room temperature.
C3.4g	Explain why gases are less soluble in warm water than cold water.
C3.5x	Mass Defect Nuclear reactions involve energy changes many times the magnitude of chemical changes. In chemical reactions matter is conserved, but in nuclear reactions a small loss in mass (mass defect) will account for the tremendous release of energy. The energy released in nuclear reactions can be calculated from the mass defect using $E = mc^2$.
Standard C4	PROPERTIES OF MATTER
C3.5a	Explain why matter is not conserved in nuclear reactions.
StatementP4.p1	Kinetic Molecular Theory (prerequisite) Properties of solids, liquids, and gases are explained by a model of matter that is composed of tiny particles in motion. (prerequisite)
P4.p1A	For a substance that can exist in all three phases, describe the relative motion of the particles in each of the phases. (prerequisite)
P4.p1B	For a substance that can exist in all three phases, make a drawing that shows the arrangement and relative spacing of the particles in each of the phases. (prerequisite)
P4.p1C	For a simple compound, present a drawing that shows the number of particles in the system does not change as a result of a phase change. (prerequisite)
StatementP4.p2	Elements, Compounds, and Mixtures (prerequisite) Elements are a class of substances composed of a single kind of atom. Compounds are composed of two or more different elements chemically combined. Mixtures are composed of two or more different elements and/or compounds physically combined. Each element and compound has physical and chemical properties, such as boiling point, density, color, and conductivity, which are independent of the amount of the sample. (prerequisite)
P4.p2A	Distinguish between an element, compound, or mixture based on drawings or formulae. (prerequisite)

HSCE Code	Expectation
P4.p2B	Identify a pure substance (element or compound) based on unique chemical and physical properties. (<i>prerequisite</i>)
P4.p2C	Separate mixtures based on the differences in physical properties of the individual components. (<i>prerequisite</i>)
P4.p2D	Recognize that the properties of a compound differ from those of its individual elements. (<i>prerequisite</i>)
StatementC4.1x	Molecular and Empirical Formulae Compounds have a fixed percent elemental composition. For a compound, the empirical formula can be calculated from the percent composition or the mass of each element. To determine the molecular formula from the empirical formula, the molar mass of the substance must also be known.
C4.1a	Calculate the percent by weight of each element in a compound based on the compound formula.
C4.1b	Calculate the empirical formula of a compound based on the percent by weight of each element in the compound.
C4.1c	Use the empirical formula and molecular weight of a compound to determine the molecular formula.
StatementC4.2	Nomenclature All compounds have unique names that are determined systematically.
C4.2A	Name simple binary compounds using their formulae.
C4.2B	Given the name, write the formula of simple binary compounds.
StatementC4.2x	Nomenclature All molecular and ionic compounds have unique names that are determined systematically.
C4.2c	Given a formula, name the compound.
C4.2d	Given the name, write the formula of ionic and molecular compounds.
C4.2e	Given the formula for a simple hydrocarbon, draw and name the isomers.
StatementC4.3	Properties of Substance Differences in the physical and chemical properties of substances are explained by the arrangement of the atoms, ions, or molecules of the substances and by the strength of the forces of attraction between the atoms, ions, or molecules.
C4.3A	Recognize that substances that are solid at room temperature have stronger attractive forces than liquids at room temperature, which have stronger attractive forces than gases at room temperature.
C4.3B	Recognize that solids have a more ordered, regular arrangement of their particles than liquids and that liquids are more ordered than gases.

HSCE Code	Expectation
StatementC4.3x	Solids Solids can be classified as metallic, ionic, covalent, or network covalent. These different types of solids have different properties that depend on the particles and forces found in the solid.
C4.3c	Compare the relative strengths of forces between molecules based on the melting point and boiling point of the substances.
C4.3d	Compare the strength of the forces of attraction between molecules of different elements. (For example, at room temperature, chlorine is a gas and iodine is a solid.)
C4.3e	Predict whether the forces of attraction in a solid are primarily metallic, covalent, network covalent, or ionic based upon the elements' location on the periodic table.
C4.3f	Identify the elements necessary for hydrogen bonding (N, O, F).
C4.3g	Given the structural formula of a compound, indicate all the intermolecular forces present (dispersion, dipolar, hydrogen bonding).
C4.3h	Explain properties of various solids such as malleability, conductivity, and melting point in terms of the solid's structure and bonding.
C4.3i	Explain why ionic solids have higher melting points than covalent solids. (For example, NaF has a melting point of 995°C while water has a melting point of 0° C.)
StatementC4.4x	Molecular Polarity The forces between molecules depend on the net polarity of the molecule as determined by shape of the molecule and the polarity of the bonds.
C4.4a	Explain why at room temperature different compounds can exist in different phases.
C4.4b	Identify if a molecule is polar or nonpolar given a structural formula for the compound.
StatementC4.5x	Ideal Gas Law The forces in gases are explained by the ideal gas law.
C4.5a	Provide macroscopic examples, atomic and molecular explanations, and mathematical representations (graphs and equations) for the pressure-volume relationship in gases.
C4.5b	Provide macroscopic examples, atomic and molecular explanations, and mathematical representations (graphs and equations) for the pressure-temperature relationship in gases.
C4.5c	Provide macroscopic examples, atomic and molecular explanations, and mathematical representations (graphs and equations) for the temperature-volume relationship in gases.
StatementC4.6x	Moles The mole is the standard unit for counting atomic and molecular particles in

HSCE Code	Expectation
	terms of common mass units.
C4.6a	Calculate the number of moles of any compound or element given the mass of the substance.
C4.6b	Calculate the number of particles of any compound or element given the mass of the substance.
StatementC4.7x	Solutions The physical properties of a solution are determined by the concentration of solute.
C4.7a	Investigate the difference in the boiling point or freezing point of pure water and a salt solution.
C4.7b	Compare the density of pure water to that of a sugar solution.
StatementC4.8	Atomic Structure Electrons, protons, and neutrons are parts of the atom and have measurable properties, including mass and, in the case of protons and electrons, charge. The nuclei of atoms are composed of protons and neutrons. A kind of force that is only evident at nuclear distances holds the particles of the nucleus together against the electrical repulsion between the protons.
C4.8A	Identify the location, relative mass, and charge for electrons, protons, and neutrons.
C4.8B	Describe the atom as mostly empty space with an extremely small, dense nucleus consisting of the protons and neutrons and an electron cloud surrounding the nucleus.
C4.8C	Recognize that protons repel each other and that a strong force needs to be present to keep the nucleus intact.
C4.8D	Give the number of electrons and protons present if the fluoride ion has a -1 charge.
StatementC4.8x	Electron Configuration Electrons are arranged in main energy levels with sublevels that specify particular shapes and geometry. Orbitals represent a region of space in which an electron may be found with a high level of probability. Each defined orbital can hold two electrons, each with a specific spin orientation. The specific assignment of an electron to an orbital is determined by a set of 4 quantum numbers. Each element and, therefore, each position in the periodic table is defined by a unique set of quantum numbers.
C4.8e	Write the complete electron configuration of elements in the first four rows of the periodic table.

HSCE Code	Expectation
C4.8f	Write kernel structures for main group elements.
C4.8g	Predict oxidation states and bonding capacity for main group elements using their electron structure.
C4.8h	Describe the shape and orientation of <i>s</i> and <i>p</i> orbitals.
C4.8i	Describe the fact that the electron location cannot be exactly determined at any given time.
StatementC4.9	Periodic Table In the periodic table, elements are arranged in order of increasing number of protons (called the atomic number). Vertical groups in the periodic table (families) have similar physical and chemical properties due to the same outer electron structures.
C4.9A	Identify elements with similar chemical and physical properties using the periodic table.
StatementC4.9x	Electron Energy Levels The rows in the periodic table represent the main electron energy levels of the atom. Within each main energy level are sublevels that represent an orbital shape and orientation.
C4.9b	Identify metals, non-metals, and metalloids using the periodic table.
C4.9c	Predict general trends in atomic radius, first ionization energy, and electronegativity of the elements using the periodic table.
StatementC4.10	Neutral Atoms, Ions, and Isotopes A neutral atom of any element will contain the same number of protons and electrons. Ions are charged particles with an unequal number of protons and electrons. Isotopes are atoms of the same element with different numbers of neutrons and essentially the same chemical and physical properties.
C4.10A	List the number of protons, neutrons, and electrons for any given ion or isotope.
C4.10B	Recognize that an element always contains the same number of protons.
StatementC4.10x	Average Atomic Mass The atomic mass listed on the periodic table is an average mass for all the different isotopes that exist, taking into account the percent and mass of each different isotope.
C4.10c	Calculate the average atomic mass of an element given the percent abundance and mass of the individual isotopes.
C4.10d	Predict which isotope will have the greatest abundance given the possible isotopes for an element and the average atomic mass in the periodic table.

HSCE Code	Expectation
C4.10e	Write the symbol for an isotope, X^Z_A , where Z is the atomic number, A is the mass number, and X is the symbol for the element.
Standard C5	CHANGES IN MATTER
StatementP5.p1	Conservation of Matter (prerequisite) Changes of state are explained by a model of matter composed of tiny particles that are in motion. When substances undergo changes of state, neither atoms nor molecules themselves are changed in structure. Mass is conserved when substances undergo changes of state. (prerequisite)
P5.p1A	Draw a picture of the particles of an element or compound as a solid, liquid, and gas. (prerequisite)
StatementC5.r1x	Rates of Reactions (recommended) The rate of a chemical reaction will depend upon (1) concentration of reacting species, (2) temperature of reaction, (3) pressure if reactants are gases, and (4) nature of the reactants. A model of matter composed of tiny particles that are in constant motion is used to explain rates of chemical reactions. (recommended)
C5.r1a	Predict how the rate of a chemical reaction will be influenced by changes in concentration, temperature, and pressure. (recommended)
C5.r1b	Explain how the rate of a reaction will depend on concentration, temperature, pressure, and nature of reactant. (recommended)
StatementC5.2	Chemical Changes Chemical changes can occur when two substances, elements, or compounds interact and produce one or more different substances whose physical and chemical properties are different from the interacting substances. When substances undergo chemical change, the number of atoms in the reactants is the same as the number of atoms in the products. This can be shown through simple balancing of chemical equations. Mass is conserved when substances undergo chemical change. The total mass of the interacting substances (reactants) is the same as the total mass of the substances produced (products).
C5.2A	Balance simple chemical equations applying the conservation of matter.
C5.2B	Distinguish between chemical and physical changes in terms of the properties of the reactants and products.
C5.2C	Draw pictures to distinguish the relationships between atoms in physical and chemical changes.
StatementC5.2x	Balancing Equations A balanced chemical equation will allow one to predict the amount of product formed.
C5.2d	Calculate the mass of a particular compound formed from the masses of

HSCE Code	Expectation
	starting materials.
C5.2e	Identify the limiting reagent when given the masses of more than one reactant.
C5.2f	Predict volumes of product gases using initial volumes of gases at the same temperature and pressure.
C5.2g	Calculate the number of atoms present in a given mass of element.
StatementC5.3x	Equilibrium Most chemical reactions reach a state of dynamic equilibrium where the rates of the forward and reverse reactions are equal.
C5.3a	Describe equilibrium shifts in a chemical system caused by changing conditions (Le Chatelier's Principle).
C5.3b	Predict shifts in a chemical system caused by changing conditions (Le Chatelier's Principle).
C5.3c	Predict the extent reactants are converted to products using the value of the equilibrium constant.
StatementC5.4	Phase Change/Diagrams Changes of state require a transfer of energy. Water has unusually high-energy changes associated with its changes of state.
C5.4A	Compare the energy required to raise the temperature of one gram of aluminum and one gram of water the same number of degrees.
C5.4B	Measure, plot, and interpret the graph of the temperature versus time of an ice-water mixture, under slow heating, through melting and boiling.
StatementC5.4x	Changes of State All changes of state require energy. Changes in state that require energy involve breaking forces holding the particles together. The amount of energy will depend on the type of forces.
C5.4c	Explain why both the melting point and boiling points for water are significantly higher than other small molecules of comparable mass (e.g., ammonia and methane).
C5.4d	Explain why freezing is an exothermic change of state.
C5.4e	Compare the melting point of covalent compounds based on the strength of IMFs (intermolecular forces).
StatementC5.5	Chemical Bonds – Trends An atom's electron configuration, particularly of the outermost electrons, determines how the atom can interact with other atoms. The interactions between atoms that hold them together in molecules or between oppositely charged ions are called chemical bonds.
C5.5A	Predict if the bonding between two atoms of different elements will be primarily ionic or covalent.

HSCE Code	Expectation
C5.5B	Predict the formula for binary compounds of main group elements.
StatementC5.5x	Chemical Bonds Chemical bonds can be classified as ionic, covalent, and metallic. The properties of a compound depend on the types of bonds holding the atoms together.
C5.5c	Draw Lewis structures for simple compounds.
C5.5d	Compare the relative melting point, electrical and thermal conductivity, and hardness for ionic, metallic, and covalent compounds.
C5.5e	Relate the melting point, hardness, and electrical and thermal conductivity of a substance to its structure.
StatementC5.6x	Reduction/Oxidation Reactions Chemical reactions are classified according to the fundamental molecular or submolecular changes that occur. Reactions that involve electron transfer are known as oxidation/ reduction (or "redox").
C5.6a	Balance half-reactions and describe them as oxidations or reductions.
C5.6b	Predict single replacement reactions.
C5.6c	Explain oxidation occurring when two different metals are in contact.
C5.6d	Calculate the voltage for spontaneous redox reactions from the standard reduction potentials.
C5.6e	Identify the reactions occurring at the anode and cathode in an electrochemical cell.
StatementC5.7	Acids and Bases Acids and bases are important classes of chemicals that are recognized by easily observed properties in the laboratory. Acids and bases will neutralize each other. Acid formulas usually begin with hydrogen, and base formulas are a metal with a hydroxide ion. As the pH decreases, a solution becomes more acidic. A difference of one pH unit is a factor of 10 in hydrogen ion concentration.
C5.7A	Recognize formulas for common inorganic acids, carboxylic acids, and bases formed from families I and II.
C5.7B	Predict products of an acid-based neutralization.
C5.7C	Describe tests that can be used to distinguish an acid from a base.
C5.7D	Classify various solutions as acidic or basic, given their pH.
C5.7E	Explain why lakes with limestone or calcium carbonate experience less adverse effects from acid rain than lakes with granite beds.

HSCE Code	Expectation
StatementC5.7x	Brønsted-Lowry Chemical reactions are classified according to the fundamental molecular or submolecular changes that occur. Reactions that involve proton transfer are known as acid/base reactions.
C5.7f	Write balanced chemical equations for reactions between acids and bases and perform calculations with balanced equations.
C5.7g	Calculate the pH from the hydronium ion or hydroxide ion concentration.
C5.7h	Explain why sulfur oxides and nitrogen oxides contribute to acid rain.
C5.7i	Identify the Brønsted-Lowry conjugate acid-base pairs in an equation. <i>(recommended)</i>
StatementC5.8	Carbon Chemistry The chemistry of carbon is important. Carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures, including synthetic polymers, oils, and the large molecules essential to life.
C5.8A	Draw structural formulas for up to ten carbon chains of simple hydrocarbons.
C5.8B	Draw isomers for simple hydrocarbons.
C5.8C	Recognize that proteins, starches, and other large biological molecules are polymers.

AP BIOLOGY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10, 11, 12

Prerequisites: Honors Biology or Biology and Chemistry

AP Biology at PrepNet schools is a college level course in biology covering material from chemical composition of living creatures to the evolution of life. This class is centered around laboratory experience and how those experiences can be used to deepen and solidify the content that is covered on a daily basis. The class has an emphasis on scientific essay writing in order to prepare students to be proficient in writing essays. Students receive regular and frequent practice in and out of class writing free-response questions and answering AP quality

multiple choice questions. By the end of the class, students will have practiced writing and received instructor feedback and peer feedback on a majority of AP Biology Exam Free Response writing questions from 1996-2010. In addition, all of the students will have taken the three previously released AP Biology tests to further prepare them.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Chemistry Biochemistry Water	<ul style="list-style-type: none"> • Bonds • Polarity • Major macromolecules and functions • Enzymes and energy • Oxidation and reduction • How water is important to life • Functional groups 	B2.2; B2.2A; B2.2B; B2.2C; B2.2D; B2.2E; B2.2x; B2.2f; B2.4f; B2.5; B2.5A; B2.5x; B2.r6b
Unit 2 Evolution	<ul style="list-style-type: none"> • Natural selection • Speciation and other mechanisms of change • Phylogenies • Hardy-Weinberg Equilibrium 	B2.2g; B2.4A; B2.4d; B2.4g; B5.1; B5.1A; B5.1B; B5.1c; B5.1d; B5.1e; B5.1f; B5.1g; B5.2x; B5.2a; B5.2b; B5.2c; B5.r2d; B5.3; B5.3A; B5.3B; B5.3C; B5.3d; B5.3e; B5.3f
Unit 3 Cells	<ul style="list-style-type: none"> • Organelles • Prokaryotic vs. Eukaryotic (endosymbiotic theory) • Membranes and transport • Water potential 	B2.1; B2.1C; B2.3; B2.3A; B2.3B; B2.3C; B2.4; B2.4g; B2.5g; B2.5h; B2.5i; B2.6x; B2.r6c; B4.3g
Unit 4 Plants (Structure and Function)	<ul style="list-style-type: none"> • Plant tissues and structures • Phloem and xylem • Transport in plants • Transpiration • Plant biotechnology • Plant hormones and behavior 	B2.3; B2.3B; B2.3C; B2.3x; B2.3d; B2.3e; B2.3f; B2.3g; B2.4B; B2.4C; B2.4h; B2.4i; B2.5B; B2.6a; B2.r6e
Unit 5 DNA, RNA and Biotechnology	<ul style="list-style-type: none"> • Structure/Function of DNA and RNA • Mutations • Gene regulations (lac operons) • Biotech use 	B4.1B; B4.2; B4.2B; B4.2C; B4.2D; B4.2E; B4.2x; B4.2f; B4.2g; B4.2h; B4.2i; B4.4x; B4.4a; B4.4c; B4.r5x; B4.r5a; B4.r5b; B4.r5x; B4.r5a
Unit 6 Viruses and Bioethics	<ul style="list-style-type: none"> • Lytic and lysogenic cycles • HIV • Bioethics/research 	B4.1B; B4.2; B4.2B; B4.2C; B4.2D; B4.2E; B4.2x; B4.2f; B4.2g; B4.2h; B4.2i; B4.4x; B4.4a; B4.4c; B4.r5x; B4.r5a; B4.r5b; B4.r5x; B4.r5a
Unit 7	<ul style="list-style-type: none"> • Mitosis and meiosis 	B2.1x; B2.1d; B2.1e; B4.2A;

Genetics I	<ul style="list-style-type: none"> • Chromosomal mutations • Alternation of generations • Sex versus no sex 	B4.3; B4.3A; B4.3B; B4.3C; B4.3d; B4.3e; B4.3f; B4.4x; B4.4b
Unit 8 Genetics II	<ul style="list-style-type: none"> • Inheritance patterns for mendelian and non-mendelian traits • Interpreting pedigrees 	B4.1; B4.1A; B4.1B; B4.1c; B4.1d; B4.1e
Unit 9 Diversity of Organisms –	<ul style="list-style-type: none"> • Classification • bacteria – general characteristics, groups and evolution • Protists – general characteristics, groups and evolution • Fungi – general characteristics, groups and evolution • Plants – general characteristics, groups and evolution • Animals – general characteristics, groups and evolution 	B2.2g; B2.4A; B2.4d; B2.4g; B5.1; B5.1A; B5.1B; B5.1c; B5.1d; B5.1e; B5.1f; B5.1g; B5.2x; B5.2a; B5.2b; B5.2c; B5.r2d; B5.3; B5.3A; B5.3B; B5.3C; B5.3d; B5.3e; B5.3f
Unit 10 Photosynthesis	<ul style="list-style-type: none"> • Oxidation vs. redox • ETC and Calvin • CAM and C4 pathways • Cyclic and non cyclic 	B2.1A; B2.1B; B2.4e; B2.5C; B2.5D; B2.5e; B2.5f; B3.1; B3.1A; B3.1B; B3.1C; B3.1D; B3.1e; B3.1f
Unit 11 Cell Respiration	<ul style="list-style-type: none"> • ETC and Krebs • Fermentation 	B2.1A; B2.1B; B2.4e; B2.5C; B2.5D; B2.5e; B2.5f; B3.1; B3.1A; B3.1B; B3.1C; B3.1D; B3.1e; B3.1f
Unit 12 Animal Structure and Function I	<ul style="list-style-type: none"> • embryology, development, tissues, and homeostasis 	B2.3; B2.3B; B2.3C; B2.3x; B2.3d; B2.3e; B2.3f; B2.3g; B2.4B; B2.4C; B2.4h; B2.4i; B2.5B; B2.6a; B2.r6e
Unit 13 Animal Structure and Function II –	<ul style="list-style-type: none"> • Systems • Digestive • Nervous • Cell signaling • Circulatory 	B2.3; B2.3B; B2.3C; B2.3x; B2.3d; B2.3e; B2.3f; B2.3g; B2.4B; B2.4C; B2.4h; B2.4i; B2.5B; B2.6a; B2.r6e
Unit 14 Animal Structure and Function III	<ul style="list-style-type: none"> • Systems • Immune • Endocrine • Excretory (nephron) 	B2.3; B2.3B; B2.3C; B2.3x; B2.3d; B2.3e; B2.3f; B2.3g; B2.4B; B2.4C; B2.4h; B2.4i; B2.5B; B2.6a; B2.r6e
Ecology	<ul style="list-style-type: none"> • Population Ecology • R and K strategies • Carrying Capacity • Limiting Factors • Life Curves • Community Ecology 	B3.2; B3.2A; B3.2B; B3.2C; B3.3; B3.3A; B3.3b; B3.4; B3.4A; B3.4B; B3.4C; B3.4x; B3.4d; B3.4e; B3.5; B3.5A; B3.5B; B3.5C; B3.5x; B3.5d;

	<ul style="list-style-type: none"> • Succession • Ecosystems • General • Trophic levels • Nutrient Cycles • Behavior 	B3.5e; B3.5f; B3.5g
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Resources/Materials:

Textbook: Biology (8th Ed.) by Campbell and Reece - Pearson Publishing

AP CHEMISTRY:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11, 12

Prerequisites: Honors Biology or Biology and Chemistry

AP Chemistry at PrepNet schools is a college level course in chemistry covering material from atomic structures to electrochemistry to acids and bases. This class is centered around laboratory experience and how those experiences can be used to deepen and solidify the content that is covered on a daily basis. The class has an emphasis on scientific essay writing in order to prepare students to be proficient in writing essays. Students receive regular and frequent practice in and out of class writing free-response questions and answering AP quality multiple choice questions. By the end of the class, students will have practiced writing and received instructor feedback and peer feedback on a majority of AP Chemistry Exam Free Response writing questions from 1996-2011. In addition, all of the students will have taken the three previously released AP Chemistry tests to further prepare them.

Note: Curriculum follows and exceeds *CollegeBoard* standards for AP Chemistry based on approved syllabus.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Chemical Foundations	<ul style="list-style-type: none"> • Units of measure • Uncertainty • Sig Figs • Dimensional Analysis 	C1, C4.3, C4.7
Atoms	<ul style="list-style-type: none"> • Atomic Theory • Intro to the Periodic Table 	C1, C4.8, C4.10, C4.2, C5.5

	<ul style="list-style-type: none"> • Atoms, Molecules, and Ions • Naming (Elements, Ions, Molecules, Compounds) 	
Moles	<ul style="list-style-type: none"> • Atomic Masses • Avagadro's Number • Percent Composition • Empirical and Molecular Formulas 	C1, C4.1, C4.6
Chemical Reactions	<ul style="list-style-type: none"> • Writing and Balancing Equations • Types of Reactions • Equilibrium Reactions • Stoichiometry • Limiting Reagents 	C1, C4.1, C4.2, C4.6, C4.8, C5.2, C5.5, C5.6
Solutions I	<ul style="list-style-type: none"> • Compositions of Solutions • Weak and Strong Electrolytes • Ionic and Net Ionic Equations • Molarity • Stoich of Aqueous Rxns 	C1, C5.2, C5.6
Gases	<ul style="list-style-type: none"> • KMT of Gases • Pressure Units • Gas Laws (Boyles, Charles, Combined, Gay-Lussac, Ideal, Dalton, Avagadro) • Gas Stoich • Graham's Law (effusion/diffusion) • Real vs. ideal gases • Van der Waals Equation 	C1, C2.2, C4.3, C4.5, C5.2
Thermochemistry	<ul style="list-style-type: none"> • Endothermic vs. Exothermic • Thermochemical Equations • Enthalpy Changes (PE diagrams) • Calorimetry • Hess's Law (direct and indirect) 	C1, C2.1, C2.2, C3.3, C3.4, C4.3, C4.7, C5.4
Atomic Structure	<ul style="list-style-type: none"> • Electromagnetic Radiation • Atomic Spectrum • Bohr and other Quantum Mechanical Models of the Atom • Quantum Numbers • Orbital Shapes and Energies • Electron Orbital Notations and Configurations • Oxidation States of Common Ions 	C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6
Periodic Trends	<ul style="list-style-type: none"> • History of the Table • Trends (both vertical and horizontal) 	C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6

	<ul style="list-style-type: none"> • Atom/Ion size, • Ionization Energy, • Electron Affinity, • Electronegativity 	
Bonding	<ul style="list-style-type: none"> • Types of Bonds • Polarity and Dipoles • Binary Ionic • Compds/Lattice Energy • Covalent Bonds • Bonds and Their Ionic Character • Covalent Bond Energies and Thermochemical Equations <ul style="list-style-type: none"> • Lewis and Electron Dot Structures <ul style="list-style-type: none"> • Exceptions to the Octet Rule • Resonance Structures • Formal Charges 	C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6
Organic Chemistry	<ul style="list-style-type: none"> • Naming Common Structures • Isomers • Common Functional Groups 	C1, C2.1, C4.3, C4.4, C5.8
Ion/Molecule Shape	<ul style="list-style-type: none"> • VESPR Model • Bond Angles • Hybridation • Bond Order • Sigma and Pi Bonds • Para/diamagnetism 	C1, C2.1, C4.3, C4.4, C5.8
Liquids and Solids	<ul style="list-style-type: none"> • Intermolecular vs. Intramolecular Forces • Types of solids (atomic, molecular, ionic) • Effect from Temperature Changes • Vapor Pressure • Phase Changes • Heating Curve Diagram • Phase Diagrams 	C1, C2.1, C2.2, C3.3, C3.4, C4.3, C4.7, C5.4
Nuclear Chemistry	<ul style="list-style-type: none"> • Fission and Fusion Reactions • Types of Nuclear Rxns • Writing Nuclear Rxns • Half-Life of Nuclear Elements 	C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6
Solutions II (Properties)	<ul style="list-style-type: none"> • Solution vs. Colloidal-Suspension • Mass Percent, • Molality • Mole Fraction • Energies of Solutions 	C1, C4.3, C5.3, C5.7

	<ul style="list-style-type: none"> • Factors Affecting • Solubility (i.e. temp, mixing) • Ideal vs. Real Solutions 	
Solutions III (Properties Cont.)	<ul style="list-style-type: none"> • Vapor Pressure of Solutions • Colligative Properties(BP elevation, FP depression) • Effects of Electrolytes and Nonelectrolytes on Colligative Properties • Osmotic Pressure 	C1, C4.3, C5.3, C5.7
Kinetics	<ul style="list-style-type: none"> • Collision Model • Reaction Rates • Reaction Mechanisms • Catalysis • Activation Diagrams • Type of Rate Law • Order of Rate Law • Half-Life 	C1, C2.1, C2.2, C3.3, C3.4, C4.3, C4.7, C5.4
Equilibrium	<ul style="list-style-type: none"> • Characteristics of Equilibrium (k, q, and solubility) • Le Chatelier's Principle • Equilibrium Constant • K_c vs. K_p • Reaction Quotient • K_a, K_b, K_{sp} • Equilibrium Problems • Heterogeneous Equilibria 	C1, C4.3, C5.3, C5.7
Acids and Bases	<ul style="list-style-type: none"> • Nature of Acids and Bases • Types and Definitions of Acids and Bases • Effects of Structure on Acids and Bases • pH/pOH • Percent Dissociation • Use of Quadratic Equation 	C1, C4.3, C5.3, C5.7
Aqueous Equilibrium I	<ul style="list-style-type: none"> • Common Ion Effect • Buffers • Buffer Capacity • pH of a Buffer System • Henderson-Hasselbalch Equation • Indicators • Acid/Base Nature of Salts 	C1, C4.3, C5.3, C5.7

Aqueous Equilibrium II	<ul style="list-style-type: none"> • Titrations • pH curves (including calculations) • Solubility Products • Precipitation and Qualitative Analysis • Complex Ion Equilibria 	C1, C4.3, C5.3, C5.7
Entropy and Free Energy	<ul style="list-style-type: none"> • Laws of Thermodynamics • Entropy(spontaneous process) • Gibbs Free Energy • Free Energy and Equilibrium 	C1, C2.1, C2.2, C3.3, C3.4, C4.3, C4.7, C5.4
Electrochemistry	<ul style="list-style-type: none"> • Redox Reactions • Galvanic Cells • Standard Reduction Potentials • Spontaneity of Redox Rxns • Affect of Concentration • Electromotive Force (emf) • Free Energy and Redox • Electrolysis • Qualitative and Quantitative • Applications: Batteries /Corrosion 	C1, C4.3, C4.9, C4.10, C5.2, C5.5, C5.6

Resources/Materials:

Textbook: Chemistry: The Central Science, Twelfth Edition, by Brown, Lemay et. al, Published by Pearson Education, 2012.

PHYSICS:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11, 12

Prerequisites: Successful completion of Biology, Algebra I, Geometry, and a co-requisite of Algebra II

This course provides students with a survey of the fundamental concepts of physics. The course focuses on concepts and principles that explain naturally occurring events in the world. The major topics covered are mechanics, energy, electricity and magnetism, and waves and

optics. This class includes occasional laboratory work, and students will develop problem-solving skills as they build an understanding of the topics covered in this course. There will be a strong emphasis in the mathematics of physics.

Course Content

- Scientific Inquiry
- Mathematics and Measurement in Science
- Science in Practice
- Speed, Velocity, and Acceleration
- One- and Two-Dimensional Motion
- Work and Energy
- Momentum
- Newton's Laws
- Gravity
- Electrical Charges and Coulomb's Law
- Electric Potential and Electric Fields
- Magnetism
- Electrical Circuits
- Wave Properties
- Periodic Motion
- Sound Waves
- Light Waves

Units of Instruction	Learner Objectives	ACT Quality Core Standards Covered
Foundations of Physics	<ul style="list-style-type: none"> • Units of measure & SI units • Unit conversions • Dimensional analysis • Uncertainty • Sig Figs • Scientific notation • Algebraic manipulation • Basic right triangle trigonometry 	A1,A2,A3
Motion in One Dimension	<ul style="list-style-type: none"> • Displacement vectors • Speed & Velocity • Acceleration • Kinematic equations 	B1, B2
Motion in Two Dimensions	<ul style="list-style-type: none"> • Displacement and velocity over time • Centripetal acceleration • Circular motion • Resolving vectors • Projectiles 	B2, B3
Forces & Newton's Laws	<ul style="list-style-type: none"> • Mass vs. weight • Force diagrams & identifying forces • Net force 	B3, B4, B5

	<ul style="list-style-type: none"> • Static equilibrium • Newton's laws of motion • Action-reaction pairs • Kinetic and static friction • Objects on an inclined plane 	
Momentum and Impulse	<ul style="list-style-type: none"> • Momentum and vector components • Analyzing collisions • Elastic & inelastic collisions • Acceleration, mass, and time • Conservation of momentum 	B3, B4, C1
Work & Energy	<ul style="list-style-type: none"> • Mechanical work & force • Sources of energy • Mechanical energy • Kinetic energy • Gravitational potential energy • Elastic potential energy • Spring force & Hooke's Law • Conservation of energy 	B3, B4, C1
Mechanical Waves & Sound	<ul style="list-style-type: none"> • Properties of waves • Wave superposition • Standing waves • Sound waves • Simple harmonic motion • Audible frequencies • Doppler effect 	D1, D2, D3
Light, Color, Optics	<ul style="list-style-type: none"> • Light waves & EM spectrum • Light and color • Geometric optics • Ray tracing and lens law • Snell's law 	D1, D2, D4
Electricity & Magnetism	<ul style="list-style-type: none"> • Electrical charges and Coulomb's law • Sources of charge • Electric potential and electrical fields • Magnetic fields 	C2, C3, C4
Circuits	<ul style="list-style-type: none"> • Charge flow & current • Voltage & electric pressure • Resistance • Series & parallel circuits • Schematic symbols and diagrams 	C5

Resources/Materials:

Textbook: CK-12.org Physics Flex Book

Physics

A set of empirically derived course standards is the heart of each QualityCore® science course. The ACT Course Standards represent a solid evidence-based foundation in science. They were developed from an intensive study of high-performing high schools with significant minority and

low-income enrollments that produced many graduates who met or exceeded ACT College Readiness Benchmark Scores (See <http://www.act.org/path/policy/reports/success.html>). This document contains a list of ACT Course Standards for a rigorous Physics course—what students should know and be able to do in the course—and a worksheet teachers can use to compare their course content to these standards. The ACT standards encompass the following overarching themes and/or foundational concepts:

A. Understanding Physics as Inquiry
1. Scientific Inquiry
a. Identify and clarify research questions and design experiments
b. Design experiments with controlled variables and appropriate numbers of trials
c. Collect, organize, and analyze data accurately and use appropriate techniques and devices.
d. Interpret results and draw conclusions, revising hypotheses and necessary and/or formatting additional questions or explanations.
e. Write and speak effectively to present and explain scientific results, using appropriate terminology and graphics.
f. Safely use lab equipment and techniques when conducting scientific investigations.
g. Routinely make predictions and estimations.
2. Mathematics and Measurement in Science
a. Distinguish between precision and accuracy with respect to experimental data.
b. Use appropriate SI units for length, mass, time, temperature, area, volume, and density; describe the relationships among SI unit prefixes (centi-, milli-, kilo-) and how to convert between English units and SI units.
c. Calculate slope and explain its physics significance (e.g. velocity is slope on a displacement-time graph).
d. Calculate/estimate, using significant figures, the uncertainty in experimental results, and use the uncertainty to evaluate and interpret results.
e. Express numbers in scientific notation when appropriate.
f. Solve for unknown quantities by manipulating variables.
g. Use graphical, mathematical, and/or statistical models to express patterns and relationships inferred from sets of scientific data.
3. Science in Practice
a. Understand the fundamental assumptions of science (e.g. the physical world is measureable and can be modeled.)
b. Explain and apply criteria that scientists use to evaluate the validity of scientific claims and theories.
c. Explain why experimental replication and peer review are essential to eliminate as much error and bias as possible in scientific claims.
d. Explain the criteria that explanation must meet to be considered scientific.
e. Explain why all scientific knowledge is subject to change as new evidence becomes available to the scientific community.
f. Use a variety of appropriate sources to retrieve relevant information and cite references properly.

B. Understanding and Applying Knowledge of Forces & Motion
1. Speed, Velocity, and Acceleration
a. Write equations for the displacement and velocity of an object over time; based on these equations, recognize and/or draw graphs of the object's displacement and velocity versus time.
b. Solve problems in motion using the (Beatles) equations $v_f = v_i + at$, $x_f = x_i + v_i t + (1/2)at^2$, and $v_f = (x_f - x_i)/t$
c. Construct graphs of displacement versus time and velocity versus time.
2. One- and Two- Dimensional Motion
a. Write equations for the horizontal and vertical components of both a projectile's displacement over time and its velocity at an angle above the horizontal.
b. Calculate the displacement and the velocity for a projectile that is launched with a given initial velocity at an angle above the horizontal.
c. Relate the magnitude of the centripetal acceleration to the speed or rate of revolution and to the radius of orbit for a particle undergoing uniform circular motion.
d. Describe the direction of the velocity and acceleration vectors for a particle undergoing uniform circular motion at any given position in its orbit.
e. Determine vector sums by graphical and mathematical means.
f. Resolve a vector into horizontal and vertical components.
3. Work and Energy
a. Describe the relationship between work and energy.
b. Distinguish between kinetic energy and potential energy.
c. Discuss the relationship between work and kinetic energy and between work and gravitational potential energy using Newton's second law.
d. Calculate the amount of work done by a given force exerted on a body that is constrained to move on a given plane.
e. Calculate the change in energy (KE, PEg, PEel) that results from performing a specified amount of work on a body.
f. Use the laws of the conservation of momentum and the conservation of mechanical energy to solve problems involving elastic collisions.
g. Write the equation for spring force, as a function of the amount the spring is stretched or compressed. Also write the equation for the elastic potential energy stored in the spring.
h. Identify and explain situations in which mechanical energy is conserved and in which mechanical energy is not conserved, even though energy is conserved.
i. Relate power to work, and solve problems involving acceleration, force, distance, and time.
4. Momentum
a. Define <i>momentum</i> and <i>impulse</i> .
b. Calculate the total linear momentum of an isolated system of moving masses.
c. Calculate the force acting on a body when an impulse force is exerted on the body.
d. Identify and discuss situations in which linear momentum is conserved, using Newton's second and third laws.
e. Solve problems using the conservation of momentum, including those involving two bodies colliding.
5. Newton's Laws
a. Describe the condition under which a body under the influence of several forces will remain at rest (or moving with constant velocity).
b. Contrast mass and weight.

c. For a body moving in a straight line at a constant speed, calculate the change in velocity after a net force is applied to the body.
d. Draw a free-body diagram for the forces acting on a body.
e. Describe the relationship between the frictional force and the normal force acting on a body.
f. Use Newton's 3 rd Law to identify action-reaction pairs. For each pair, identify the body on which the reaction force acts and determine the magnitude and direction of the reaction force.
C. Understanding and Applying Knowledge of Fundamental Forces
1. Gravity
a. Express the dependence of the gravitational field on mass and distance, using proportions.
b. Calculate the strength of the gravitational field of a spherical mass at a given point outside the mass.
2. Electrical Charges and Coulomb's Law
a. Compare Coulomb's Law to Newton's universal of gravitation, and explain how each variable affects the forces.
b. Calculate the Coulomb force exerted upon a specified point charge by one or more point charges.
c. Give a qualitative description of electrical charging by conduction and induction.
Electrical Potential and Electric Fields
a. Describe qualitatively the electric field produced by a point charge.
b. Use lines of force to represent the electric fields associated with various charge distributions, and describe these fields.
c. Determine the strength of the resultant electric field at a prescribed location in space.
d. Calculate the magnitude and direction of the electrical force exerted by an electric field on a positive charge and by the same electric field on a negative charge.
e. Describe the motion of the particle of specified charge and mass in a uniform electric field.
h. Relate the intensity of an electric field between two points in space to a difference in electrical potential between the two points and to the distance between two points.
i. Calculate the potential difference between two points in a uniform electric field, and determine which point is at the higher potential.
4. Magnetism
a. Describe conditions under which magnetic field are produced.
b. Describe the most general path for a charged particle moving in a uniform magnetic field.
c. Describe the conditions under which magnetic flux through a current loop will induce an electromagnetic field in the loop.
d. Describe how electromagnetic induction applies to the motor and generator.
5. Electrical Circuits
a. Describe the relationship between the current flow through a resistor and the voltage across a resistor.
b. Calculate the magnitude and direction of current/flow rate in a conducting wire.
c. Distinguish between direct current and alternating current.
d. Describe how length, width, and material of a resistor affect its resistance.
e. Use Ohm's Law to calculate the voltage across, the current through, and the resistance

of a circuit element (like a bulb) in a circuit.
f. Identify the elements in a circuit that are in series or in parallel.
h. Calculate the total resistance of a circuit.
j. Design a circuit with resistors in series and/or parallel such that a predetermined current flows through the element.
k. Describe the placement of a voltmeter and an ammeter in a circuit to properly measure voltage and current.
D. Waves
1. Wave Properties
a. Using a graph of the displacement over time of a point undergoing wave motion, find the frequency, wavelength, and amplitude.
b. Explain how wavelength and frequency are related to the velocity of a wave.
c. Describe the reflection of a wave from the fixed end of a string.
d. State what factors determine the speed of a wave on a string.
e. For a string fixed at both ends, sketch a standing wave for various harmonic frequencies.
f. Describe the conditions under which the superposition of waves will produce constructive or destructive interference.
g. Describe the conditions under which a standing wave may be formed by the superposition of other waves.
h. Solve problems involving wave speed, frequency, and wavelength.
i. Discuss the factors that determine the energy of a wave.
j. Compare transverse and longitudinal waves.
k. Describe the refraction of a wave as it passes from one medium to another.
l. Describe the Doppler effect and give examples of its occurrences and applications.
2. Periodic Motion
a. Describe the physical conditions needed to cause a particular body to undergo simple harmonic motion (SHM)
b. Describe the relationship between the frequency and period of SHM.
3. Sound Waves
a. Explain how sound intensity is measured, and discuss its relationship to distance.
b. Sketch the standing waves for air open ended and closed ended pipes (air cavities), and find the wavelength and frequency of each harmonic.
4. Light Waves
a. Describe how the intensity of light from a point source varies with distance.
b. Calculate the intensity of light at various distances from a point source having a given luminosity, and use the results to illustrate the inverse square law.
c. Discuss the relationship between intensity of light and the amplitude of light waves.
d. Describe the electromagnetic spectrum in relation to energy, frequency, speed, and index of refraction of the light waves.
e. As light passes from one medium to another, relate the frequency, speed, and index of refraction of the light waves.
f. Draw and label the directions of reflected and refracted rays.
g. Calculate the direction of the refracted ray using Snell's law.
h. Describe the conditions under which total internal reflection will occur.
i. Use ray tracing to show the positions of an object, an image, and the focal point of a mirror or a lens. Determine whether the image is real, virtual, upright, inverted, etc.
j. Use the Lens Law to relate the position of an object to the position of an image and the

focal length of the mirror or lens. Determine whether the image is real, virtual, upright, or inverted using the Lens Law. Use the image and object distance to find the magnification.

WORLD LANGUAGES

At PrepNet schools, students studying a world language develop the ability to communicate in another language and gain insight into themselves and others. They acquire knowledge of the structure and function of the world language and respective speaking societies. Student studies will provide them with access to additional knowledge and skills necessary to function in a global community and workplace.

Michigan Merit Curriculum Graduation Requirements – 2 credits World Languages (begins with Class of 2016)

SPANISH I:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11

Prerequisites: None

Students will learn basic vocabulary and conversation, introductory grammar studies and geography of the Spanish-speaking world with an emphasis on Mexico and Spain. They will be expected to write short passages and read simple stories with comprehension and make written and oral presentations on a variety of topics.

Course Syllabus

Units of Instruction	Learner Objectives	National Standards - Foreign Languages
Unit 1 To begin...	<ul style="list-style-type: none"> • Greet people at different times of the day • Introduce yourself to others • Respond to classroom directions • Begin using numbers • Tell time • Identify parts of the body • Talk about things in the classroom 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 3.1 • 4.1 • 4.2

	<ul style="list-style-type: none"> • Ask questions about new words and phrases • Use the Spanish alphabet to spell words • Talk about things related to the calendar • Learn about the Aztec calendar 	
Unit 2 What do you like to do?	<ul style="list-style-type: none"> • Talk about activities you like and don't like to do • Ask others what they like to do • Understand cultural perspectives on favorite activities 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 3 What are you like?	<ul style="list-style-type: none"> • Talk about personality traits • Ask and tell what people are like • Use adjectives to describe people • Understand cultural perspectives on friendship 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 4 Your school days	<ul style="list-style-type: none"> • Talk about school schedules and subjects • Discuss what students do during the day • Ask and tell who is doing an action • Compare your school with that of a student in a Spanish-speaking country 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 5 Your classroom	<ul style="list-style-type: none"> • Describe a classroom • Indicate where things are located • Talk about more than one object of personality • Understand cultural perspectives on school 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 6	<ul style="list-style-type: none"> • Talk about foods and beverages 	<ul style="list-style-type: none"> • 1.1

Breakfast or lunch?	<ul style="list-style-type: none"> for breakfast and lunch • Talk about likes and dislikes • Express how often something is done • Understand cultural perspectives on meals 	<ul style="list-style-type: none"> • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 7 How to stay healthy	<ul style="list-style-type: none"> • Talk about foods and beverages for dinner • Describe what people or things are like • Discuss food, health, and exercise habits • Understand cultural perspectives on diet and health 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 8 Where are you going?	<ul style="list-style-type: none"> • Talk about locations in your community • Discuss leisure activities • Talk about where you go and with whom • Learn how to ask questions • Understand cultural perspectives on leisure activities 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 9 Do you want to go with me?	<ul style="list-style-type: none"> • Talk about activities outside of school • Extend, accept, and decline invitations • Tell when an event happens • Understand cultural perspectives on after-school activities 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 10 A birthday party	<ul style="list-style-type: none"> • Describe families • Talk about celebrations and parties • Ask and tell ages • Express possession • Understand cultural perspectives on family and celebrations 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2

		<ul style="list-style-type: none"> • 4.1 • 4.2
Unit 11 Let's go to a restaurant!	<ul style="list-style-type: none"> • Talk about family celebrations • Describe family members and friends • Ask politely to have something brought to you • Order a meal in a restaurant • Understand cultural perspectives on family celebrations 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 12 In my room	<ul style="list-style-type: none"> • Talk about your bedroom • Describe bedroom items and electronic equipment • Make comparisons • Understand cultural perspectives on homes 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 13 What is your house like?	<ul style="list-style-type: none"> • Identify rooms in a house • Name household chores • Tell where you live • Understand cultural perspectives on different types of housing 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 14 How much does it cost?	<ul style="list-style-type: none"> • Talk about clothes, shopping, and prices • Describe your plans • Talk about what you want and what you prefer • Point out specific items • Understand cultural perspectives on shopping 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2

Resources/Materials

Textbook: Realidades I (Prentice Hall)
Spanish/English Translation Dictionary

Michigan High School Content Expectations & Strands (Not Applicable)

National Standards for Foreign Language Learning

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

SPANISH II:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12

Prerequisites: None

Students will continue to study the critical concepts in grammar. Lessons will include practice speaking, listening, writing and reading in Spanish. The listening and reading material will include short stories and poems by Spanish language authors. They will perform short skits and dialogues in class. Students will do a variety of projects that may require an oral presentation in Spanish.

Course Syllabus

Units of Instruction	Learner Objectives	National Standards - Foreign Language
Unit 1 What do you do in school?	<ul style="list-style-type: none">• Describe classroom objects and activities• Talk about classroom rules• Express affirmative and negative ideas• Compare the school rules and customs in other countries with those of your own school	<ul style="list-style-type: none">• 1.1• 1.2• 1.3• 2.1• 2.2• 3.1• 4.1• 4.2
Unit 2 What do you do after school?	<ul style="list-style-type: none">• Talk about extracurricular activities• Compare people and things• Say what people know or what they know how to do• Ask and tell how long something has been going on• Understand cultural perspectives on extracurricular activities	<ul style="list-style-type: none">• 1.1• 1.2• 1.3• 2.1• 2.2• 3.1• 3.2• 4.1• 4.2
Unit 3 How do you get ready?	<ul style="list-style-type: none">• Describe getting ready for a special event• Talk about daily routines• Describe people and things• Express possession• Understand cultural perspectives	<ul style="list-style-type: none">• 1.1• 1.2• 1.3• 2.1• 2.2• 4.1

	on clothing	<ul style="list-style-type: none"> • 4.2
Unit 4 What clothes did you buy?	<ul style="list-style-type: none"> • Describe clothing and fashion • Talk about going shopping • Describe events in the past • Point out specific objects • Avoid repetition when comparing similar things • Understand cultural perspectives on parties 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1
Unit 5 What did you do yesterday?	<ul style="list-style-type: none"> • Talk about things you did and where you did themselves • Explain why you couldn't do certain things • Describe things you bought and where you bought themselves • Understand cultural perspectives on shopping 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 6 How do you get to...?	<ul style="list-style-type: none"> • Give directions for getting to places • Give a friend directions for a task • Discuss driving and good driving habits • Understand cultural perspectives on neighborhoods 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 7 When we were children	<ul style="list-style-type: none"> • Discuss childhood toys and games • Describe what you were like as a child • Talk about activities that you used to do as a child • Discuss to or for whom something is done • Understand cultural perspectives on childhood songs 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2
Unit 8 Celebrating the holidays	<ul style="list-style-type: none"> • Describe holiday celebrations • Talk about your family and relatives • Describe people, places, and situations in the past • Talk about how people interact • Understand cultural perspectives 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1

	on holidays and special events	<ul style="list-style-type: none"> • 4.1 • 4.2
Unit 9 A heroic act	<ul style="list-style-type: none"> • Discuss emergencies, crises, rescues, and heroic acts • Describe past situations and settings • Describe weather conditions 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2
Unit 10 An accident	<ul style="list-style-type: none"> • Describe an accident scene • Talk about injuries and treatments • Talk about what you were doing when an accident occurred • Understand cultural perspectives on health 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2
Unit 11 How do you make paella?	<ul style="list-style-type: none"> • Talk about food and cooking • Tell others what not to do • Describe what people generally do • Understand cultural perspectives on recipes and food preparation 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2

Resources/Materials

Textbook: Realidades II (Prentice Hall)
Spanish/English Translation Dictionary

Michigan High School Content Expectations & Strands (Not Applicable)

National Standards for Foreign Language Learning

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

SPANISH III:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12

Prerequisites: Completion with passing grade of Spanish I and II or passing of placement exam.

Students will continue to study the critical concepts in grammar. Lessons will include practice speaking, listening, writing and reading in Spanish. The listening and reading material will include short stories, articles, and short movies in Spanish. They will perform short skits and dialogues in class. Students will do a variety of projects that may require an oral presentation in Spanish. Students will also write extensive stories and opinion-based essays in Spanish.

Course Syllabus

Units of Instruction	Learner Objectives	National Standards - Foreign Language
Unit 1 Unforgettable Days...	<ul style="list-style-type: none"> • Describe a visit to a national park • Talk about school competitions • Express your emotions regarding the outcome of an event • Narrate an event in the past • Understand cultural perspectives on family outings 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 4.1 • 4.2 • 5.2
Unit 2 How do you express yourself?	<ul style="list-style-type: none"> • Talk about the arts • Give an opinion about a work of art • Relate the arts to your own experience • Describe how people express themselves • Narrate events in the past • Discuss some important artists of the Spanish-speaking world and how their work ties to historical and cultural information 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2 • 5.2
Unit 3 What do you do to be in good health?	<ul style="list-style-type: none"> • Talk about symptoms and remedies • Give advice about health and nutrition • Express how you feel under certain circumstances • Tell others what to do • Understand cultural perspectives about health, physical fitness, and nutrition 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2 • 4.1 • 4.2 • 5.2
Unit 4 How do you get along with others?	<ul style="list-style-type: none"> • Express how you relate to friends and family • Explain what is needed to maintain friendships • Express how you feel under certain circumstances • Talk about family conflicts and how to resolve them 	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 2.1 • 2.2 • 3.1 • 3.2

	<ul style="list-style-type: none"> Understand cultural perspectives on dealing with friends and family 	<ul style="list-style-type: none"> 4.1 4.2 5.2
Unit 5 Work and the community	<ul style="list-style-type: none"> Talk about ways of getting a job Describe skills and abilities needed to perform a job Talk about opportunities for volunteer work in your community Explain how you can help your community Understand cultural perspectives on dealing with student jobs and volunteer work 	<ul style="list-style-type: none"> 1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2
Unit 6 What will the future bring us?	<ul style="list-style-type: none"> Talk about careers and professions Talk about plans for the future Explain the impact of science and technology on our lives Understand cultural perspectives on jobs and technology 	<ul style="list-style-type: none"> 1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2

Resources/Materials

Textbook: Realidades III (Prentice Hall), Descubre
Spanish/English Translation Dictionary

Michigan High School Content Expectations & Strands (Not Applicable)

National Standards for Foreign Language Learning

COMMUNICATION

Communicate in Languages Other Than English

- Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

AP SPANISH

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11, 12

Prerequisites: Completion with passing grade of Spanish I, II, III or by teacher approval

The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level

- Students will cultivate their interpersonal speaking skills in Spanish through various daily activities in the classroom using the focus language. The class will be entirely conducted in Spanish, with the exception of English being used to describe important administration. Otherwise, during casual, educative, and/or formal conversations between and amongst the teacher and students, only Spanish will be spoken.
- Students will expand and sharpen their written skills in Spanish in both formal and informal contexts on a variety of topics.
- Students will enhance and refine their oral presentational skills in both formal and informal contexts on a variety of topics.
- Students will further develop and improve their comprehension skills of a variety of authentic written and aural texts in informal and formal contexts
- Students will expand their cultural knowledge of the Spanish-speaking world through the study of authentic Spanish resources in history, literature, art, music, and current events.

- Students will make interdisciplinary and personal connections between their learning in the classroom, other academic contexts, and their daily lives.

Course Syllabus

Units of Instruction	Learner Objectives	Evidence Supporting AP requirements
<p>Unit 1 Introduction to the class</p>	<ul style="list-style-type: none"> • Communicative Icebreakers (ex: interviews) • Informal Speaking - Show and Tell of personal item and its importance • journal writing activities (letter writing) • discussion of summer work • introduce AP scoring rubrics • skills assessment and expectations (reading, listening comprehension) • Impact of Hispanics in the world • introduction of country groups/projects • idiom/Spanish slang study • song study • introduction of AP Spanish Exam format/requirements • synthesis of ideas in writing • Informal writing - ¿Quiénes somos? 	<ul style="list-style-type: none"> • Country studies: Research of geography, products, government, leaders, demography of country, famous people, current events, popular song • excerpt from <i>La casa en Mango Street</i> ("Mi nombre") – actividad redonda disponible también • selected non-fiction readings of influential Hispanics from <i>¡A toda vela!</i> • tweets activity back to school • grammar practices (verb tenses) • reading, listening, writing, speaking skills review • videos of native speakers talking about introductions, hobbies and interests http://www.laits.utexas.edu/spe/adv20.html • videos of native speakers talking about the geography of their country http://www.laits.utexas.edu/spe/adv20.html • listening activities from www.notesinspanish.com

		<ul style="list-style-type: none"> • Word walls: synonyms of commonly used word in Spanish
<p>Unit 2 Have a good trip!</p>	<ul style="list-style-type: none"> • Communicative activities concerning travel and tourism (ex: skits, phone calls) • Guest Speaker – Travelling in Peru • idiom/slang study • song study • journal activities (creative journal writing, postcards) • Formal Writing – “¿Es importante viajar?” • Informal Writing: email recommending travel to a specific country • Informal speaking: communicative situations in different travelling situations 	<ul style="list-style-type: none"> • Country studies: opportunities for travel, transportation, lodging, tourism, current events • movie: <i>Diarios de motocicleta</i> • dictionary – you can look up whatever word in Spanish and see what it is in every country! http://www.meencant.com/diccionario.htm • grammar practice (subjunctive, verb tenses, adjectives) • simulations of touristic situations • intro video “Move” http://vimeo.com/27246366, “Eat” http://vimeo.com/27243869, and “Learn” http://vimeo.com/27244727 • listening activities from www.notesinspanish.com • videos of native speakers discussing their first plane ride, under superior – misplaced boarding pass http://www.laits.utexas.edu/spe/adv20.html • reading of authentic tourism sites in Latin America and Spain (in Spanish) • non-fiction readings from

		<p>www.spanishnewsbit.es.com</p> <ul style="list-style-type: none"> • non-fiction readings regarding travel from <i>¡A toda vela!</i> • non-fiction readings from <i>Triángulo</i> about travel • vocabulary related to travel • Word Wall: synonyms of commonly used words in Spanish
<p>Unit 3 Multiculturalism</p>	<ul style="list-style-type: none"> • Communicative activities about multiculturalism (ex: in-class discussions) • interviews within the community about biculturalism • journal activities • idioms and slang study • song study • Informal Speaking: biculturalism talk show • Informal Writing: Suggestions for creating a tolerant, multi-cultural society (brochure) • Formal Essay: tolerance in a multi-cultural society 	<ul style="list-style-type: none"> • Country studies: immigration, combination of cultures, cultural practices, current events • movies: <i>Spanglish</i> • podcasts about culture clashes – 56 www.notesinspanish.com • grammar practice • historical readings about Toledo, Spain, from www.toledoturismo.com • vocabulary about biculturalism • Word walls: synonyms of commonly used word in Spanish
<p>Unit 4 Youth and Society</p>	<ul style="list-style-type: none"> • Communicative activities about today's young adult generation (ex: skits) • song study • idioms and slang study • interviews within the community about teenagers across the decades • journal activities • Informal Writing: describe the school's youth culture (letter to international student) • Formal Speaking Presentation: 	<ul style="list-style-type: none"> • Country studies: teenagers in Spanish-speaking countries, current events • movie excerpts: <i>Casi Casi</i> • cortometraje – "Sueños", "La espera", "15 días de agosto" • skits about today's youth • <i>No oyes ladrar los</i>

	<p>choice of topic regarding today's young adults</p>	<p><i>perros</i> Juan Rulfo</p> <ul style="list-style-type: none"> • researching • "El plan infinito" by Isabel Allende • listening activities from www.notesinspanish.com number 32 – viviendo con los padres • "El haz y la leña" por Nunez de Arce • grammar practice <ul style="list-style-type: none"> • ser, estar, haber • reflexive verbs • por y para • authentic magazine articles about today's youth taken from <i>¡A toda vela!</i> • vocabulary related to talking about issues facing today's youth • Word Wall: synonyms of commonly used word in Spanish
<p>Unit 5 Food and Culture</p>	<ul style="list-style-type: none"> • Communicative activities regarding traditional foods, recipes, influences of other cultures, diets and health (ex: teaching recipes) • journal activities (recipes) • idiom/slang study • Informal Writing: Write a letter to your grandmother explaining a dinner party you hosted/email to future study abroad student from Chile about food culture in the United States • Formal Writing: ¿Qué aspectos contribuyen a la creación de la comida que distingue una cultura? • Formal Oral Presentation: AP Practice pg. 255 in AP Spanish – food traditions 	<ul style="list-style-type: none"> • Country studies: typical foods, styles of preparation, restaurant culture, current events • cooking shows in Spanish • "Cantando el pedido en McAuto" song and video • movie: <i>Como agua para chocolate</i> • excerpts from <i>Como agua para chocolate</i> (book) • listening activities from www.notesinspanish.com • reading authentic recipes in Spanish

		<ul style="list-style-type: none"> • videos of native speakers about preparing dinner for friends http://www.laits.utexas.edu/spe/adv20.html • authentic newspaper articles about food, culture, and society • videos of food shows from Univision.com – “Cocina” section • vocabulary study of words related to food • grammar practice (formal/informal commands, impersonal “se”) • Word Wall: synonyms of commonly used word in Spanish
<p>Unit 6 Relationships</p>	<ul style="list-style-type: none"> • Communicative activities about personalities and conflicts in relationships (ex: phone messages) • journal activities • song study • idiom/slang study • Informal Writing: Write a short soap opera that focuses on human relationships • Informal Speaking: Act out a scene that could take place in the soap opera • Informal Writing: write an essay about the person that has most influenced your life 	<ul style="list-style-type: none"> • Country studies: relationships amongst friends and families, current events • cortometrajes regarding human relationships <ul style="list-style-type: none"> ○ http://www.dailymotion.com/video/x60q1igracias_shortfilms ○ “Corazón” ○ “Ana y Manuel” ○ “Lo que tú quieras oír” ○ “10 minutos” • listening activities from www.notesinspanish.com • excerpts from <i>Alborada</i> • authentic non-fiction readings that portray aspects of human relationships (taken

		<p>from <i>¡A toda vela!</i>)</p> <ul style="list-style-type: none"> • “Dos palabras” por Isabel Allende • “Sala de espera” by Enrique Anderson Imbert • “Underwood” por Enrique Levi • authentic readings from <i>Triángulo</i> • vocabulary study of words related to relationships • grammar practice (subjunctive)
Unit 7 Sports	<ul style="list-style-type: none"> • Communicative Activities about sports, bribery, and drugs (ex: class discussions, phone messages) • journal activities • song study • idiom/slang study • Formal Writing: Arguing Pro/Con for the running of the bulls • Informal Speaking: gender issues in sports • Informal Writing: Create a brochure featuring your favorite sport 	<ul style="list-style-type: none"> • Country study: major sports, events, traditions in sports, players • readings from <i>ESPN Deportes</i> online (ESPN in Spanish) • authentic readings from <i>Triángulo</i> • grammar practice: verb tenses • vocabulary study of words related to sports • listening activities from www.notesinspanish.com • authentic newspaper readings from the sports section of newspapers • non-fiction readings from www.spanishnewsbit.es.com • listening activities regarding sports • Word walls: synonyms of commonly used word in Spanish
Unit 8	<ul style="list-style-type: none"> • Communicative activities 	<ul style="list-style-type: none"> • Country studies:

<p>Technology</p>	<p>regarding technology's impact on society, language, ecology (ex: class discussions, skits)</p> <ul style="list-style-type: none"> • journal activities (futuristic creative stories) • song study • idiom/slang study • Formal Speaking: Debate about technology and societal/ecological issues • Formal Writing: Today's educational system and tomorrow's technological demands 	<p>current events, technology in other countries</p> <ul style="list-style-type: none"> • leaving angry commentaries on the internet – comic strip http://cdn.zachary-jones.com/zambombazo/wp-content/uploads/2011/05/como-dejar-comentarios-en-internet.png • vocabulary study of words related to sports • “Angry Birds” http://estoapesta.com/2011/03/03/la-verdad-detras-de-angry-birds/ • “Angry Birds” http://larealnuevaescuela.blogspot.com/2011/06/publicidad-angry-birds-en-vivo-en.html • grammar practice: por y para, subjunctive, conditional, future • Mirror image from a computer screen cartoon http://abstrusegoose.com/354 • “Apocalipsis” from Marco Denevi • “La intrusa” por Pedro Orgambide • authentic readings from <i>Triángulo</i> • listening activities from www.notesinspanish.com • non-fiction readings from www.spanishnewsbit
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		<p><i>es.com</i></p> <ul style="list-style-type: none"> • listening activities about technology from www.notesinspanish.com • Word walls: synonyms of commonly used word in Spanish
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Resources/Materials

Textbooks/Resources:

Textbooks:

- Bretz, D. and Kihyet Kirschner. *Paisajes: Literatura*. 7th ed. New York: McGraw Hill, 2010.
- Díaz, J. M. and María F. Nadel. *Abriendo paso: Literatura*. Boston, Massachusetts: Pearson, 2012.
- Díaz, J. M. and María F. Nadel. *Abriendo paso: Gramática*. Boston, Massachusetts: Pearson, 2012.
- Díaz, J. M., Margarita Leicher-Prieto, and Gilda Nissenberg. *AP Spanish: Preparing for the Language Examination*. 3rd ed. Boston, Massachusetts: Prentice Hall, 2007.
- Gatski, Barbara and John McMullan. *Triángulo: a propósito*. 4th ed. Massachusetts: Wayside Publishing, 2006.
- Herrera, Carmen and Paul Lamontagne. *¡A toda vela!* St. Paul, Minnesota: EMC Publishing, 2008.

Websites:

Website for Grammar and Topic Videos

<http://www.laits.utexas.edu/spe/adv20.html>

Ejemplos de oraciones en jerga

<http://www.jergasdehablahispana.org/ejemplos2.htm>

Selecciones

<http://mx.selecciones.com/home/>

BBC Mundo.com

<http://news.bbc.co.uk/hi/spanish/news/>

Spanish Newsbites

http://www.spanishnewsbites.com/spanish_newsbytes/

Radio Naciones Unidas

www.un.org/radio/es/

Nuevos Horizontes

www.nuevoshorizontes.org/

CNN en español

www.cnn.com/espanol/
 Prensaescrita.com
www.prensaescrita.com/
 Univision.com
www.univision.com
 Notes in Spanish
www.notesinspanish.com
 Litgloss
<http://litgloss.buffalo.edu/litgloss/list-of-texts.shtml>
 ESPNDeportes
www.espn deportes.espn.go.com/
 The City/La ciudad
<http://www.pbs.org/itvs/thecity/>
 Zambombazo
<http://zachary-jones.com/zambombazo/>

LATIN I:

Course Description

Course Length: 2 semesters
 Credits: 1.0
 Recommended Grade Levels: 9, 10, 11, 12
 Prerequisites: None

This first-year Latin course is open to all students. The course introduces students to the basics of the Latin language and Roman culture. Essentials of grammar, including declensions and conjugations are taught with emphasis on English vocabulary enrichment and contemporary relevancy. Latin reading selections will generally come from the Ecce Romani text series and will include passages on Roman history and literature. Cultural materials of Greece and Rome will also be introduced. Along with translation activities, students will also compose their own original Latin works.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Simple Sentences	<ul style="list-style-type: none"> • Define and identify parts of speech in English (ie: noun, verb, adjective) • Compare and contrast Latin and English including: alphabets, letter pronunciations, and diphthongs • Make connections between Roman culture and contemporary 	<u>No HSCEs available</u> Goals 1-5 of Standards for Classical Language

	<p>culture</p> <ul style="list-style-type: none"> • Recognize and define subject, linking verb, and complement • Know the 3rd person singular and plural tense verb endings • Write a story in Latin of at least 50 words • Recognize and define singular and plural endings for subjects and complements • Sort out Latin words and their corresponding derivatives in various Romance languages • Define transitive and intransitive verbs • Understand the primary difference between inflected and uninflected languages • Understand the function of a direct object • Recognize Latin infinitives and their English counterparts • Recognize and understand the role of the complementary infinitive • Understand the role gender plays in differentiating Latin noun and adjective endings • Recognize and understand the role played by an infinitive and the impersonal verb phrase: <i>necesse est</i>. • Know and recognize the direct object singular and plural endings • Know what is meant by declension and case in reference to Latin grammar • Explain the terms nominative and accusative and the primary function of nouns in those two cases • Be able to use deductive reasoning to determine whether a 3rd declension noun is either nominative plural or accusative plural 	
<p>Unit 2 Personal Verb</p>	<ul style="list-style-type: none"> • Explain the personal verb endings for all three persons 	<p><u>No HSCEs available</u></p>

Endings and Prepositions	<ul style="list-style-type: none"> • Be able to define what is meant by “person” in reference to verbs • Know the uses of the vocative case and when its endings differ from nominative endings • Know how to conjugate the irregular verb sum, esse • Know the primary uses of the ablative case and know which prepositions take an ablative noun and which take an accusation noun • Know how the meaning of “in” is dependent on either an accusative or ablative noun • Master the ablative case endings for the first three declensions • Recognize all four conjugations of Latin verbs including 3rd-io • Create and recognize singular and plural imperative forms of verbs • Recognize the endings for the genitive case as well as know its primary use • Deduce whether a noun is nominative plural or genitive singular based on sentence content • Use nouns in the ablative case to show <i>where, from where, and with whom</i> an action is taking place • Deduce and supply the correct preposition for ablative case nouns when no preposition is given 	Goals 1-5 of Standards for Classical Language
Unit 3 Imperfect Tense and Adjectives	<ul style="list-style-type: none"> • Describe the three main uses (time, place, manner) of adverbs in Latin and English • Describe an imperfect verb in terms of its distinction of time • Recognize imperfect verbs by the tense indicator “ba” • Conjugate and discern the imperfect tense in all four conjugations • Conjugate and discern the 	<p><u>No HSCes available</u></p> <p>Goals 1-5 of Standards for Classical Language</p>

	<p>irregular verbs: <i>sum, esse, possum, and posse</i> in both the present and imperfect tenses</p> <ul style="list-style-type: none"> • Define the Double Neuter Rule and decline neuter nouns in both the 2nd and 3rd declensions • Give the written Latin forms for numbers 1-100 and create and recognize Roman numerals 1-1000 • Describe the ways in which an adjective must agree with the nouns it modifies (gender, number, case) • Create the proper form of a 1st/2nd declension adjective so that it correctly matches with a noun from any of the first three declensions • Conjugate and discern the irregular verbs: <i>fero, ferre; volo, velle; nolo, nolle; eo, ire</i> in both the present and imperfect tenses 	
<p>Unit 4 The Perfect Tense and Noun/Adjective Agreement</p>	<ul style="list-style-type: none"> • Decline adjectives from both the 1st/2nd/3rd declensions • Modify nouns from the first three declensions with 3rd declension adjectives • Describe a perfect tense verb in terms of its distinction of time • Identify and describe the typical pattern followed by the 1st, 2nd, and 4th conjugations for the verbs' principle parts • Conjugate the perfect active indicative tense for any regular verb for all conjugations • Create a table explaining the relationships between verb tenses in <i>dum clauses</i> 	<p><u>No HSCEs available</u></p> <p>Goals 1-5 of Standards for Classical Language</p>

Resources/Materials

Textbook: Ecce Romani I (Prentice Hall)
Latin/English Translation Dictionary

Michigan High School Content Expectations & Strands (Not Applicable)

Standards for Classical Language Learning

(A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations)

Goal 1	Communication – Communicate in a Classical Language
Standard 1.1	Students read, understand, and interpret Latin or Greek
Standard 1.2	Students use orally, listen to, and write Latin or Greek as part of the language learning process
Goal 2	Culture – Gain knowledge and understanding of Greco-Roman culture
Standard 2.1	Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans
Standard 2.2	Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans
Goal 3	Connections – Connect with other disciplines and expand knowledge
Standard 3.1	Students reinforce and further their knowledge of other disciplines through their study of classical languages
Standard 3.2	Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture
Goal 4	Comparisons – Develop insight into own language and culture
Standard 4.1	Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language
Standard 4.2	Students compare and contrast their own culture with that of the Greco-Roman world
Goal 5	Communities – Participate in wider communities of language and culture
Standard 5.1	Students use their knowledge of Latin or Greek in a multilingual world
Standard 5.2	Students use their knowledge of Greco-Roman culture in a world of diverse cultures

HS FRENCH I

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12

Prerequisites: None

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters.

The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Overall Course Objectives

The High School French I course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic French
- Analyze and compare cultural practices, products, and perspectives of various French-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

Vocabulary Theme

- Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.

Grammar Concept

- Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.

Reinforcement Activities

- A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.

Diglot Weave™ Story

- Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more French woven in. (Diglot comes from the roots “di” meaning *two* and “glot” meaning *language*. These stories weave together the students’ native language and the target language.) These stories provide a
 - narrative structure to the course as well as a fun and linguistically-rich context for optimal comprehension.

“Stretch” Activities

- Each week students work through an inventive and challenging activity to comprehend involved passages in French, or to generate their own sentences in French. Stretch activities include zany performances, core content-based instruction, familiar folktales presented in French, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in French to communicate and make meaning.

Presentation of Culture through CultureGrams™ and Culture Videos

- Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a French-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various French-speaking countries from a native of that country.

“Gameshow” Review

- Each week students review material from the week’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the week’s material. The burden of

review for the weekly assessment is thus transformed to a fun and engaging game.

“Out of Seat” Activities

- Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the French language or French-speaking cultures.

Realia

- Several times during the year, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include a restaurant menu, a grocery store receipt, a student class schedule, etc.

Oral and Written Activities

- Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of French by applying them in communicative situations.

Listening and Reading Comprehension Activities

- Each week contains either a focused listening or a focused reading comprehension practice. These practices help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of texts based on everyday communicative situations.

Assessments

- Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they work along.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.

- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- End-of-week quizzes assess students' mastery of the vocabulary words and grammar
 - concept presented that week, and include an oral or written assessment.
- Midterm and Semester Exams assess students' mastery of the semester's contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity	Culture
Week 1	Greetings	Parts of Speech Nouns, definite articles & gender Definite articles <i>Tu vs. Vous</i>	<i>Puzzle Sentences</i>	France
Week 2	School Alphabet Guide to French Rhythm & Accents	Indefinite Articles	<u><i>Thinking en Français</i></u>	France
Week 3	Descriptions Colors	French subject pronouns	<i>The Broken Window</i>	France
Week 4	Countries and Nationalities Numbers 0-30	Present tense of the 3 major verb groups	<i>Points, Lines, and Figures</i>	Monaco
Week 5	Common verbs #1	Making compound sentences	<i>Toward Fluency</i>	Monaco
Week 6	Common verbs #2 Telling Time	The Imperative	<i>The Key of the Key's Kingdom</i>	Switzerland
Week 7	Common verbs #3 Conjunctions	Simple negative <i>ne...pas</i>	<i>Chatter at a Royal Ball</i>	Switzerland
Week 8	Days, Months, and Seasons Numbers 30-100	Expressions with <i>Avoir</i>	<i>Toward Fluency</i>	Rwanda

Week 9	Midterm Review and Test - no topics			
Week 10	Hobbies	Asking questions	<i>Focus on the Language</i>	Rwanda
Week 11	Food (part 1)	"de" and "à" and their contractions	<i>Points, Lines, and Figures</i>	French Polynesia
Week 12	Food (part 2)	<i>Faire versus jouer</i>	<i>From Word to Discourse</i>	French Polynesia
Week 13	Family	Selected adverbs	<i>Chatter at a Royal Ball</i>	Canada
Week 14	Places	<i>C'est versus Il est...</i>	<i>Focus on the Language</i> 9-14	Canada
Week 15	Animals	Comparatives/Superlatives	<i>Creating Your Own Mini-Story Plots</i>	Mali
Week 16	Shopping	Expressions with <i>faire</i>	<i>Stringing Together Your Own Narratives</i>	Mali
Week 17	Weather Expressions	Forms of <i>quel</i> and <i>lequel</i>	<i>Chatter at a Royal Ball</i>	Chad
Week 18	Final Review and Test- no topics			

Semester 2

	Vocabulary Topic	Grammar Pattern	"Stretch" Activity*	Culture
Week 1	Professions	Ordinal Numbers The verb <i>Etre</i>	<i>Points, Lines, and Figures</i>	Burundi
Week 2	Clothing	Adjectives: agreement & placement (#1)	<i>Une Mère Parle à Son Bébé</i>	Burundi
Week 3	At Home	Possessive adjectives	<i>From Word to Discourse</i>	Guinea
Week 4	The Body	The near future tense	<i>In the Classroom: A French Lesson</i>	Guinea
Week 5	Reflexive Verb List	<i>Il y a ...</i>	<i>Lecture on Geography</i>	Haiti
Week 6	Cognates Numbers 1- 1 million	<i>Etre</i> + nationality	<i>More on Numbers</i>	Haiti
Week 7	On Vacation	Partitive articles	<i>Thinking en Français</i>	Belgium
Week 8	Telephone	Expressions with <i>Avoir</i>	<i>L'Alphabet Romain</i>	Belgium
Week 9	Midterm Review and Test - no topics			

Week 10	Directions	Adjectives: agreement & placement (#2)	<i>Chatter at a Royal Ball</i>	Madagascar
Week 11	Transportation	Demonstrative articles	<i>Focus on the</i>	Madagascar
			15-23	
Week 12	Medical Terms	Sickness & <i>avoir</i> expressions	<i>Ma Première Visite au Québec</i>	Martinique
Week 13	Sports	Demonstrative particles	<i>The Key of the King's Kingdom 2</i>	Martinique
Week 14	Outdoor Activities	Direct object pronouns	<i>Communication With Limited Means</i>	New Caledonia
Week 15	Travel	Y and <i>En</i>	<i>Focus on the Language</i>	New Caledonia
Week 16	Computers (part 1)	Passed tense with <i>Avoir</i> (<i>passé composé</i>)	<i>Stringing Together Your Own Narratives</i>	Luxembourg
Week 17	Computers (part 2)	Passed tense with <i>Etre</i> (<i>passé composé</i>)	<i>Points, Lines, and Figures</i>	Luxembourg
Week 18	Final Review and Test- no topics			

			15-23	
Week 12	Medical Terms	Sickness & <i>avoir</i> expressions	<i>Ma Première Visite au Québec</i>	Martinique
Week 13	Sports	Demonstrative particles	<i>The Key of the King's Kingdom 2</i>	Martinique
Week 14	Outdoor Activities	Direct object pronouns	<i>Communication With Limited Means</i>	New Caledonia
Week 15	Travel	Y and <i>En</i>	<i>Focus on the Language 24-28</i>	New Caledonia
Week 16	Computers (part 1)	Passed tense with <i>Avoir</i> (<i>passé composé</i>)	<i>Stringing Together Your Own Narratives</i>	Luxembourg
Week 17	Computers (part 2)	Passed tense with <i>Etre</i> (<i>passé composé</i>)	<i>Points, Lines, and Figures</i>	Luxembourg
Week 18	Final Review and Test- no topics			

PERFORMING ARTS

At PrepNet schools, participation in the performing arts provides students with vast opportunities to develop and improve individual musicianship, providing another means for students to experience a *life well lived*. Objectives of the music program: develop performance skills of the various wind and percussion instruments; develop discrimination with regard to selection of

music; acquaint students with music theory and history; allow students to develop another avenue of healthy self-expression; to foster leadership skills within each student.

Michigan Merit Curriculum Graduation Requirements – 1 credit Visual, Performing, Applied Arts

CONCERT BAND:

Course Description

Course Length: 2 semesters
 Credits: 1.0
 Recommended Grade Levels: 9, 10, 11, 12
 Prerequisites: None

This class is composed of wind, brass, and percussion instruments. Students will build on previous instrumental and performing experiences while exploring a variety of styles and genres of music. Rehearsals and performances outside the school day will be required.

Course Syllabus

Units of Instruction	Learner Objectives	Specific HSCEs Covered
Winter Performances	<ul style="list-style-type: none"> • Improve performance proficiency as an individual and as part of a group • Provide for musical needs of school and community • Develop ability to discriminate with regard to music selection 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Spring Performances	<ul style="list-style-type: none"> • Improve performance proficiency as an individual and as part of a group • Provide for musical needs of school and community • Develop ability to discriminate with regard to music selection 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

Resources/Materials

- Yamaha CVP-405 Digital Piano
- Digidolly for Piano
- Yamaha YBB-321WC Tuba
- Yamaha CB636BFS7 Bass Drum w/Stand
- Pearl Piccolo Snare Drum

- Musser M645 Classic Bells
- Yamaha YEP-321 Euphonium
- Pearl Goose Neck Sus Cymbal Stand
- DB-90 Doctor Beat
- Zildjian K2104 18" Crash Cymbals
- Yamaha YGS-100 Rolling Bell Cart
- Ludwig LKP502PG set 26" and 29" Timpani
- Choral Risers – 3 units of 3-tier risers
- Fender Portable Sound System
- Manhasset music stands – 4 packs of 6
- Large (4' x 6') marker board on wheels
- Assorted sheet music – to be determined by instructor

Michigan High School Content Expectations & Strands

Visual, Performing, and Applied Arts	
Strand I	Create (C)
C.1	Engage in full iterative cycles of the artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.
C.2	Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.
C.3	Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.
C.4	Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.
C.5	Reflect on and articulate the steps and various relationships of the artistic/creative process.
Strand II	Perform/Present (P)
P.1	Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.
P.2	Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.
P.3	Describe and consider relationships among the intent of the student/artist, the results of the artistic/creative process, and a variety of potential audiences or users.
P.4	Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience.

Strand III	Respond (R)
R.1	Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.
R.2	Identify, describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines.
R.3	Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social, cultural, environmental, and/or economic contexts.
R.4	Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/ creative process.

CONCERT CHOIR:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12

Prerequisites: None

This class will be the premier vocal performing organization. Students will build on previous vocal and performing experiences while exploring a variety of styles and genres of music.

Rehearsals and performances outside the school day will be required.

Course Syllabus

Units of Instruction	Learner Objectives	Specific HSCEs Covered
Winter Performances	<ul style="list-style-type: none"> • Improve performance proficiency as an individual and as part of a group • Provide for vocal music needs of school and community • Develop ability to discriminate with regard to music selection 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Spring Performances	<ul style="list-style-type: none"> • Improve performance proficiency as an individual and as part of a group • Provide for vocal music needs of school and community • Develop ability to discriminate with regard to music selection 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

Resources/Materials

- Assorted music – to be determined by instructor

Michigan High School Content Expectations & Strands

Visual, Performing, and Applied Arts	
Strand I	Create (C)
C.1	Engage in full iterative cycles of the artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.
C.2	Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.
C.3	Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.
C.4	Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.
C.5	Reflect on and articulate the steps and various relationships of the artistic/creative process.
Strand II	Perform/Present (P)
P.1	Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.
P.2	Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.
P.3	Describe and consider relationships among the intent of the student/artist, the results of the artistic/creative process, and a variety of potential audiences or users.
P.4	Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience.
Strand III	Respond (R)
R.1	Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.
R.2	Identify, describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines.
R.3	Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social, cultural, environmental, and/or economic contexts.

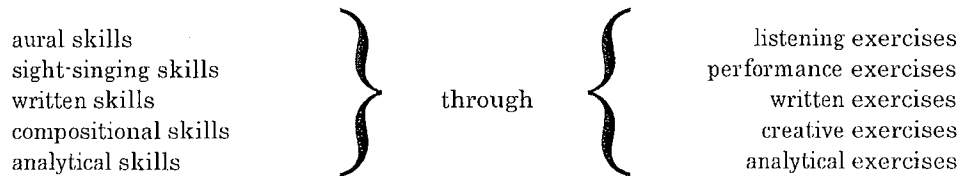
R.4	Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/ creative process.
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AP MUSIC THEORY:

Course Description

Course Length: 2 semesters
 Credits: 1.0
 Recommended Grade Levels: 11, 12
 Prerequisites: None

The ultimate goal of an AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score . The achievement of this goal may be best promoted by integrated approaches to the student’s development of:



Course Syllabus

**Unit 1: Elements of Pitch, Rhythm, and Tertian Harmony
 (Weeks 1 – 4)**

1. Cover material from *Tonal Harmony (TH)* Chapters 1 – 2
 - Assign classwork and homework as desired
 - Aligns with *Practice of Harmony (PoH)* Chapters 1 – 4, 6
 - Assign terms from *Barron’s AP Music Theory (BMT)* Chapters 1 – 3
 - Aligns with *BMT* Aural Unit 1

2. Introduce matrix for basic sight singing and dictation practice
 - Sing unison scales, and familiar melodies, mapping to the matrix with solfege and/or scale degree numbers
 - Develop a “word bank” of rhythms for students to plug in for dictation
 - Contextual listening includes listening for tonality, rhythm, and meter

3. Anchor Assignments

- AP Music Theory written pre-test
- Composition Assignment #1
- Score Analysis #1
- Major Key Signature Speed Quiz #1

4. Unit 1 Test: Friday, September 27, 2013

**Unit 2: Diatonic Triads and Seventh Chords in Major and minor Keys
(Weeks 5 – 9)**

1. Cover material from *TH* Chapters 3 – 4

- Assign classwork and homework as desired
- Aligns with *PoH* Chapter 5
- Assign terms from *BMT* Chapters 5 – 6
- Aligns with *BMT* Aural Unit 2

2. Aural Skills include triad quality in addition to earlier skills

- Sing simple melodies and map to matrix
- Begin adding melodies alone or in pairs
- Contextual Listening adds intervals, triads, and sevenths

3. Anchor Assignments

- Composition Assignment #2
- Score Analysis #2
- Figured Bass assignments without regard to part writing
- Sight Singing Test #1

4. Unit 2 Test: Thursday, October 31, 2013

**Unit 3: Principles of Voice Leading and Harmonic Progression
(Weeks 10 – 14)**

1. Cover material from *TH* Chapters 5 – 7 + Cadences

- Assign class work and homework as desired
- Aligns with *PoH* Chapters 7 – 8, 11 – 12

- Assign terms from *BMT* 7 – 9

2. Aural Skills

- Add skips to simple matrix melodies
- Contextual Listening Includes function chorale analysis
- Cadence identification through Bach chorales and hymns

3. Anchor Assignments

- Composition Assignment #3
- Score Analysis #3
- Rewrite figured bass assignment from Unit 2 with attention to part writing rules
- Aural Cadence Identification Test

4. Unit 3 Test: December 4, 2013

**Unit 4: Advanced Part Writing and Melodic Structure
(Weeks 15 – 18)**

1. Cover material from *TH* Chapters 8 – 12

- Assign class work and homework as desired
- Aligns with *PoH* Chapters 9 – 14, 16 – 17
- Assign terms from *BMT* Chapter 10

2. Aural Skills

- Contextual Listening includes non-chord tones
- Matrix dictation includes AP-style length and melodic structure

3. Anchor Assignments

- Composition Assignment #4
- Score Analysis #4
- Key signature speed test #2

4. Unit 4 Test: Friday, January 17, 2014

**Unit 5: The Dominant 7 and other Diatonic Seventh Chords
(Weeks 19 – 21)**

1. Cover material from *TH* Chapters 13 – 15
 - Assign class work and homework as desired
 - Aligns with *PoH* Chapter 15
2. Aural Skills
 - Contextual listening with more complex harmony
 - Add sevenths to matrix exercises
 - Sight singing melodies with outlined seventh chords
3. Anchor Assignments
 - Composition Assignment #5
 - Score Analysis #5
 - Cumulative Terms Test
4. Unit 5 Test: Friday, February 7, 2014

Unit 6: Secondary Function Chords
(Weeks 22 – 24)

1. Cover material from *TH* Chapters 17 – 18
 - Assign class work and homework as desired
 - Aligns with *PoH* Chapters 18 – 19
 - Assign terms from *BMT* Chapter 13
2. Aural Skills
 - Hearing “Fi” in melodies
 - Sight sing with Fi
 - Matrix exercises with secondary chords
3. Anchor Assignments
 - Composition Assignment #6
 - Score Analysis #6
4. Unit 6 Test: Friday, February 28, 2014

Unit 7: Modulation and Formal Structure

(Weeks 25 – 27)

1. Cover material from *TH* Chapters 18 – 20
 - Assign class work and homework as desired, focusing mainly on chapters 18 & 20
 - Aligns with *PoH* Chapters 23 – 24
 - Assign terms from *BMT* Chapter 12
 - Aligns with *BMT* Aural Unit 3
2. Aural Skills
 - Contextual listening focuses on formal structure
 - Increased use of Barron's book for practice
 - Abandon matrix for AP-style dictation assignments
3. Anchor Assignments
 - Composition Assignment #7
 - Score Analysis #7
4. Unit 7 Test: Friday, March 21, 2014

AP Exam Practice and Review

(Weeks 28 – 33)

1. Review as you feel is best from *TH* and *PoH*
2. Primarily use *BMT* to practice, practice, practice!

AP Music Theory Exam: 7:30am Monday, May 12, 2014

Bonus Unit: Late 19th Century Techniques, Post-Tonal Theory, Film Music, or 20th Century Popular Music

(Weeks 34 – 37)

Anchor Assignment: Final Composition Project & Analysis

PHYSICAL EDUCATION-HEALTH

At PrepNet schools, participation in a physical education/health course will engage students in healthy activity to promote physical wellness in both body and in the mind. This is an activity-based class; therefore, all students are expected to participate on a daily basis. Physical activity has been shown to help you think more clearly, breathe better, and be relaxed in a way that is conducive to the overall excellence in all areas of academia. Fitness is a lifelong goal; by teaching students a healthy life style, we expect they will continue this healthy life style into life after school.

Michigan Merit Curriculum Graduation Requirements – .5 credit PE/.5 credit Health

PHYSICAL EDUCATION/HEALTH:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12

Prerequisites: None

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Physical Education Units		
Unit 1 Soccer	<ul style="list-style-type: none"> • Explain the history of soccer • Describe field dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play, rules, restarts, and fouls • Define common vocabulary related to the game of soccer 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 2 Ultimate Frisbee	<ul style="list-style-type: none"> • Explain the history of ultimate frisbee • Describe field dimensions and general equipment needed • Explain scoring during game play • Identify the main aspects of general game play including rules and strategies • Define common vocabulary related to the game of ultimate Frisbee 	CS1, CS2, CS3, CS4, CS5, CS6

Unit 3 Volleyball	<ul style="list-style-type: none"> • Explain the history of volleyball • Describe court dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play, rules, rally scoring, and faults • Define common vocabulary related to the game of volleyball 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 4 Dance	<ul style="list-style-type: none"> • Explain the history of dance • Describe the different categories and types of dance including: foxtrot, swing, waltz, rumba, tango, polka, and line • Describe dances around the world • Participate in and practice the skills and moves for each of the dances covered 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 5 Basketball	<ul style="list-style-type: none"> • Explain the history of basketball • Describe court dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play, rules, penalties, and fouls • Define common vocabulary related to the game of basketball 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 6 Speedball	<ul style="list-style-type: none"> • Explain the history of speedball • Describe field dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play, rules, restarts, and fouls • Define common vocabulary related to the game of speedball 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 7 Badminton	<ul style="list-style-type: none"> • Explain the history of badminton • Describe court dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play, rules, restarts, and faults 	CS1, CS2, CS3, CS4, CS5, CS6

	<ul style="list-style-type: none"> Define common vocabulary related to the game of badminton 	
Unit 8 Pickle-Ball	<ul style="list-style-type: none"> Explain the history of pickle-ball Describe court dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play, rules, restarts, and fouls Define common vocabulary related to the game of pickle-ball 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 9 Flag Football	<ul style="list-style-type: none"> Explain the history of flag football Describe field dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play, rules, blocking, tackling/touching, carrier restrictions, and penalties Define common vocabulary related to the game of flag football 	CS1, CS2, CS3, CS4, CS5, CS6
Unit 10 Softball	<ul style="list-style-type: none"> Explain the history of softball Describe field dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play and rules Define common vocabulary related to the game of softball 	CS1, CS2, CS3, CS4, CS5, CS6
Health Education Units		
Unit 1 Physical Activity	<ul style="list-style-type: none"> Distinguish between unhealthy and healthy ways to manage weight Determine what "healthy weight" means Explain the role physical activity plays in one's overall health Identify barriers to healthy eating and physical activity and develop practical solutions and alternatives Predict the health benefits of being physically active and potential health consequences of 	1.1, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

	<ul style="list-style-type: none"> not doing so Develop a personal plan for improving and monitoring one's physical activity 	
Unit 2 Violence Prevention/ Safety	<ul style="list-style-type: none"> Describe warning signs, risk factors of suicide Demonstrate emotions constructively Demonstrate how to respond to anger from others constructively 	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
Unit 3 Tobacco/Alcohol/ Drugs	<ul style="list-style-type: none"> Describe the short-term and long-term health consequences of tobacco use Demonstrate skills to avoid tobacco exposure and avoid use of tobacco products Apply decision-making and problem-solving steps to hypothetical problems related to tobacco use Present a persuasive solution to the use of tobacco among youth 	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11
Unit 4 Nutrition	<ul style="list-style-type: none"> Distinguish between unhealthy and healthy ways to manage weight Demonstrate the ability to use information on food labels to select or avoid certain types of food Prepare meal plans according to the federal dietary guidelines Assess one's personal nutrition needs according to the federal dietary guidelines Develop a personal plan for improving and monitoring one's nutrition and maintaining a healthy weight Predict health benefits and consequences of eating healthy Advocate for nutritional food choices at school 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10
Unit 5 Disease Prevention	<ul style="list-style-type: none"> Explain the importance of regular health screenings or exams Analyze the importance of rest and sleep for personal health Demonstrate the ability to access accurate information about 	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

	<ul style="list-style-type: none"> personal health products Describe how common infectious diseases are transmitted Demonstrate communication, negotiation, and refusal skills to protect oneself from situation that could transmit HIV or other STIs Analyze common situations and behaviors to eliminate or reduce risks related to HIV and STIs 	
Unit 6 Social Emotional/Gambling	<ul style="list-style-type: none"> Describe the different characteristics of the different types of gamblers Explain the phases of a compulsive gambler Recognize the warning signs for depression and suicide and identify how to seek community resources for help Identify way to help someone with a gambling addiction Identify where to get help in the community and on the Internet 	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9
Unit 7 Personal Safety/Sun Safety	<ul style="list-style-type: none"> Describe the dangers of exposure to UV light, lead, asbestos, pesticides, and unclean air and water, and strategies for avoiding exposure Analyze the influence of media on selection of personal health care products 	5.11, 5.13

Resources/Materials

The materials needed include basic equipment for needed for: soccer, ultimate Frisbee, volleyball, dance, basketball, speedball, badminton, pickle-ball, flag football, and softball. Additionally, access to gymnasium (or gymnasium-like facility) and soccer field (or similar space) is needed.

ADVANCED PHYSICAL EDUCATION:

Course Description

Physical activity is critical to the development and maintenance of good health. The goal of advanced physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity (NASPE).

Advanced Physical Education are not required for graduation. Students will be expected to work hard, play hard, and excel in given tasks. Such topics are covered through discussions, various texts, movies, projects, group work, skill activities, and game play. At the end of the year, students will be expected to have developed the skills necessary to actively participate in the fitness and health activities, have the basic knowledge of kinesiology, and create new games at the collegiate level.

APE is designed to take PE and Wellness knowledge and skills to the next level. Students will be asked to take on leadership roles, independent projects, and group projects.

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10, 11, 12

Prerequisites: Physical Education

Units of Instruction	Learner Objectives	HSCEs Covered
Physical Education Units		
Tournament 1 Ultimate Frisbee	<ul style="list-style-type: none"> • Explain the history of ultimate Frisbee • Describe field dimensions and general equipment needed • Explain scoring during game play • Identify the main aspects of general game play including rules and strategies • Define common vocabulary related to the game of ultimate Frisbee 	CS1, CS2, CS3, CS4, CS5, CS6
Tournament 2 Wiffleball	<ul style="list-style-type: none"> • Explain the history of wiffleball • Describe field dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play and rules • Define common vocabulary related to the game of wiffleball 	CS1, CS2, CS3, CS4, CS5, CS6
Tournament 3 Touch Football	<ul style="list-style-type: none"> • Explain the history of touch football • Describe field dimensions and general equipment needed • Explain scoring and substitutions during game play • Identify the main aspects of general game play, rules, 	CS1, CS2, CS3, CS4, CS5, CS6

	blocking, tackling/touching, carrier restrictions, and penalties <ul style="list-style-type: none"> Define common vocabulary related to the game of touch football 	
Tournament 4 Soccer	<ul style="list-style-type: none"> Explain the history of soccer Describe field dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play, rules, restarts, and fouls Define common vocabulary related to the game of soccer 	CS1, CS2, CS3, CS4, CS5, CS6
Tournament 5 Softball	<ul style="list-style-type: none"> Explain the history of softball Describe field dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play and rules Define common vocabulary related to the game of softball 	CS1, CS2, CS3, CS4, CS5, CS6
Tournament 6 Volleyball	<ul style="list-style-type: none"> Explain the history of volleyball Describe court dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play, rules, rally scoring, and faults Define common vocabulary related to the game of volleyball 	CS1, CS2, CS3, CS4, CS5, CS6
Tournament 7 Speedball	<ul style="list-style-type: none"> Explain the history of speedball Describe field dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play, rules, restarts, and fouls Define common vocabulary related to the game of speedball 	CS1, CS2, CS3, CS4, CS5, CS6
Tournament 8 Badminton	<ul style="list-style-type: none"> Explain the history of badminton Describe court dimensions and general equipment needed Explain scoring and substitutions 	CS1, CS2, CS3, CS4, CS5, CS6

	<ul style="list-style-type: none"> during game play Identify the main aspects of general game play, rules, restarts, and faults Define common vocabulary related to the game of badminton 	
Tournament 9 Basketball	<ul style="list-style-type: none"> Explain the history of basketball Describe court dimensions and general equipment needed Explain scoring and substitutions during game play Identify the main aspects of general game play, rules, penalties, and fouls Define common vocabulary related to the game of basketball 	CS1, CS2, CS3, CS4, CS5, CS6
Health Education Units		
Unit 1 Anti-Bullying/Safety	<ul style="list-style-type: none"> Explain the effects of violence on individuals, families, communities, and our nation. Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities. Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities. Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment. 	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
Unit 2 Fitness Through Physical Activity	<ul style="list-style-type: none"> Distinguish between unhealthy and healthy ways to manage weight. Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines. Assess one's personal preferences regarding healthy eating and physical activity. Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers. Develop a personal plan for improving one's nutrition, 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

	incorporating physical activity into daily routines, and maintaining a healthy weight.	
Unit 3 Skeletal System	<ul style="list-style-type: none"> • Systems of specialized cells within organisms help them perform the essential functions of life. • Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. 	Next Generation Science Standards <u>LS1.A: Structure and Function</u> (HS-LS1-1), (HS-LS1-2)
Unit 4 Physical Activity and Injury	<ul style="list-style-type: none"> • List and describe some activity-related physical injuries • List some guidelines for preventing injuries during physical activity. • Explain how to apply RICE formula to the treatment of injuries. • Identify different types of risky exercises.. 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10
Unit 5 Wellness Fair	<ul style="list-style-type: none"> • Distinguish between unhealthy and healthy ways to manage weight. • Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines. • Assess one's personal preferences regarding healthy eating and physical activity. • Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers. • Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight. 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10
Unit 6 Muscles	<ul style="list-style-type: none"> • Systems of specialized cells within organisms help them 	Next Generation Science Standards <u>LS1.A: Structure and</u>

	perform the essential functions of life. <ul style="list-style-type: none"> Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. 	Function (HS-LS1-1), (HS-LS1-2)
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Resources/Materials

The materials needed include basic equipment needed for: soccer, Ultimate Frisbee, volleyball, wiffleball, basketball, speedball, badminton, touch football, and softball. Additionally, access to gymnasium (or gymnasium-like facility) and soccer field (or similar space) is needed.

Michigan High School Content Expectations & Strands

Physical Education Standards	
Content Standard 1	A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
Content Standard 2	A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
Content Standard 3	A physically educated person participates regularly in lifelong physical activity
Content Standard 4	A physically educated person achieves and maintains a health-enhancing level of physical fitness
Content Standard 5	A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings
Content Standard 6	A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
Health Education Standards	
STRAND 1	NUTRITION AND PHYSICAL ACTIVITY
Standard 1	Core Concepts
1.1	Distinguish between unhealthy and healthy ways to manage

	weight.
Standard 2	Access Information
1.2	Locate resources in one's community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.
Standard 3	Health Behaviors
1.3	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.
1.4	Prepare meal plans according to the federal dietary guidelines.
Standard 5	Goal Setting
1.5	Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.
1.6	Assess one's personal preferences regarding healthy eating and physical activity.
1.7	Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.
1.8	Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.
Standard 6	Decision Making
1.9	Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.
Standard 8	Advocacy
1.10	Advocate for nutritional food choices and physical activity at school.
STRAND 2	ALCOHOL, TOBACCO, AND OTHER DRUGS
Standard 1	Core Concepts
2.1	Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.
2.2	Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
Standard 2	Access Information
2.3	Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.
2.4	Apply strategies to access and get help for self or others.
Standard 3	Health Behaviors
2.5	Demonstrate skills to avoid tobacco exposure and avoid

	or resist using alcohol, tobacco, and other drugs.
Standard 4	Influences
2.6	Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.
2.7	Analyze internal and external pressures to use alcohol, tobacco, and other drugs.
Standard 6	Decision Making
2.8	Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.
Standard 7	Social Skills
2.9	Demonstrate ways to support others who want to stop using alcohol or tobacco.
Standard 8	Advocacy
2.10	Advocate for ways schools and communities can promote a tobacco-free environment.
2.11	Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.
STRAND 3	SAFETY
Standard 1	Core Concepts
3.1	Explain the effects of violence on individuals, families, communities, and our nation.
3.2	Describe the characteristics of situations which are dangerous, and those that must be reported to the authorities.
3.3	Define and describe bullying, sexual violence, and sexual harassment, and their effects on individuals and communities.
3.4	Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.
Standard 2	Access Information
3.5	Locate resources in one's community and on the Internet for information and services regarding harassment, violence, and abusive relationships; and assess the validity of these resources.
3.6	Apply strategies to access and get help for self or others.
Standard 3	Health Behaviors
3.7	Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
3.8	Demonstrate strategies to stay safe in a violent situation.
3.9	Apply skills and strategies for avoiding and dealing with sexual harassment and exploitation, including when using the Internet.
3.10	Assess characteristics of hypothetical relationships for warning signs of harm or abuse.
Standard 4	Influences
3.11	Analyze social pressures to refrain from telling on others or

	reporting dangerous situations.
3.12	Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence.
Standard 7	Social Skills
3.13	Demonstrate the ability to use conflict resolution skills.
STRAND 4	SOCIAL AND EMOTIONAL HEALTH
Standard 1	Core Concepts
4.1	Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
4.2	Describe the warning signs, risk factors, and protective factors for depression and suicide.
Standard 2	Access Information
4.3	Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.
4.4	Demonstrate how to seek help for self or others when suicide may be a risk.
Standard 3	Health Behaviors
4.5	Demonstrate the ability to express emotions constructively, including use of anger management skills.
Standard 5	Goal Setting
4.6	Develop short-term and long-term personal goals and aspirations.
Standard 6	Decision Making
4.7	Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one's health or safety at risk
4.8	Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).
Standard 7	Social Skills
4.9	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.
4.10	Demonstrate how to respond constructively to the anger of others.
STRAND 5	PERSONAL HEALTH AND WELLNESS
Standard 1	Core Concepts
5.1	Describe how common infectious diseases are transmitted.
5.2	Explain the importance of regular health screenings or exams.
5.3	Analyze the importance of rest and sleep for personal health.
Standard 2	Access Information
5.4	Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health

	issues and concerns.
5.5	Demonstrate the ability to access accurate information about personal health products.
Standard 3	Health Behaviors
5.6	Describe health practices that can prevent the spread of illness.
5.7	Apply knowledge about symptoms of illness to determine whether medical care is required.
5.8	Describe personal strategies for minimizing potential harm from exposure to the sun.
Standard 4	Influences
5.9	Analyze the social influences that encourage or discourage a person to practice sun safety.
Standard 5	Goal Setting
5.10	Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.
Recommended	
5.11	Describe the dangers of exposure to UV light, lead, asbestos, pesticides, and unclean air and water, and strategies for avoiding exposure.
5.13	Analyze the influence of media on selection of personal health care products.
STRAND 6	HIV AND OTHER STIs PREVENTION
Standard 1	Core Concepts
6.1	Analyze the rates of sexually transmitted infections (STIs) among teens.
6.2	Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.
6.3	Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.
Standard 2	Access Information
6.4	Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.
Standard 3	Health Behaviors
6.5	Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
6.6	Evaluate one's personal perception of risk for HIV and other STIs.
Standard 7	Social Skills

6.7	Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.
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VISUAL ARTS

At PrepNet schools, the art department provides a comprehensive and challenging visual art curriculum. Students who complete the PrepNet series of art courses will be prepared to enter college and life with real design and organizational skills along with a developed sense of personal aesthetics.

Michigan Merit Curriculum Graduation Requirements – 1 credit Visual, Performing, Applied Arts

FOUNDATIONAL ART:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 9, 10, 11, 12 (1st year high school art)

Prerequisites: None

Students in Foundational Art will be engaged in creative problem solving through projects that encourage the use of traditional, as well as digital, mediums. The effective use of the elements and principles of design will be emphasized throughout the lessons and projects. An inspiring survey of genres and art forms will be investigated through art history, encouraging the emergence and development of personal voice and style.

Course Syllabus

Units of Instruction	Learner Objectives	HSCEs Covered
Unit 1 Principles and Elements of Art	<ul style="list-style-type: none"> • Explain how perception of shapes, colors, values, textures, and forms found in nature are used in art work • Find patterns and understand the way that the parts of a particular 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	<p>piece are put together to make the whole work</p> <ul style="list-style-type: none"> • Use a common vocabulary to think about, respond to, and talk about art • Use the principles and elements to convey meaning in artwork to others • Evaluate design and make purposeful decisions about the objects that surround ever day life 	
Unit 2 Contour Line Drawing	<ul style="list-style-type: none"> • Explain the difference between contour lines and outlines and how artists use each • Perceive and describe how artists effectively create images with single lines • Participate in and practice blind contour line drawings 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 3 Gesture Drawing	<ul style="list-style-type: none"> • Explain how line can capture form and composition • Describe how line can be expressive and can capture movement and direction 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 4 Shattered Images/Cubism	<ul style="list-style-type: none"> • Select a subject and develop an image with self-expression • Describe values and decision-making related to art • Explain how value can create more powerful and interesting images • Describe the history or cubism and how it can be used in art 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 5 Color Theory	<ul style="list-style-type: none"> • Identify that color is a product of light • Describe the relationship among colors on the color wheel • Identify primary, secondary, and intermediate colors • Recognize complimentary, analogous, monochromatic, cool and warm color schemes and describe how artists use these to express feeling • Demonstrate how to create and 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	use value, intensity, and color harmonies	
Unit 6 Popcorn Art	<ul style="list-style-type: none"> • Demonstrate understanding of contour and gesture drawing to render popcorn • Create positive and negative black and white images • Utilize imagination to change popcorn drawing into something different • Demonstrate ability to manipulate color 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 7 Optical Art	<ul style="list-style-type: none"> • Describe the optical art movement of the 1960's • Use text and line to create optical art • Understand how line, rhythm, movement, and pattern work in a piece of art 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 8 Grid Art (Self-Portraits)	<ul style="list-style-type: none"> • Study and describe the art and life of Chuck Close • Show how to use the grid method to enlarge and draw an image • Utilize knowledge of value, shading, and proportion to create an image • Create a portrait of self-drawn from a photograph using pencils 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 9 Art Criticism	<ul style="list-style-type: none"> • Describe and participate in the four steps of art criticism 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 10 Negative Space	<ul style="list-style-type: none"> • Describe how being able to see and draw negative space can help drawing skills • Draw the negative space of a still life 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 11 Personal Stories on Unique Canvas	<ul style="list-style-type: none"> • Demonstrate knowledge of the elements and principles of design verbally and in artwork • Interpret the meaning of different works of art and be able to talk about them confidently using art terminology • Investigate self and learn how to tell a personal story in images 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	<ul style="list-style-type: none"> with the use of personal symbols Show connectivity in art to history, other cultures, and other disciplines Describe how art can affect everyday life 	
Unit 12 Effigy Vessels	<ul style="list-style-type: none"> Explain why Native Americans created effigy vessels Describe how clay is made and how to manipulate it Utilize knowledge of the elements and principle of art learned this semester to create an effigy vessel Describe self and an animal to relate to 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit13 Persuasive Art	<ul style="list-style-type: none"> Describe the protest of the 1960's and today Create a persuasive art poster Research both sides of a topic and choose a side for which to fight 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 14 Perspective	<ul style="list-style-type: none"> Study and describe the life and art of M.C. Escher Describe how perspective helps artist create 3D space and a flat surface Create drawings in one, two, three and four point perspective 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 15 Still Life Drawing	<ul style="list-style-type: none"> Show knowledge of contour drawing, composition, and value to create a drawing of arranged objects Describe the importance of observational drawing Create a clear foreground, middle ground, and background in an image. Study and understand a still-life artist from the past and present and how these still-lives can have hidden meaning 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 16 Toothpick Sculpture	<ul style="list-style-type: none"> Show knowledge of proportion, perspective, and form to create a 3D sculpture Demonstrate how to manipulate simple materials to create elaborate art 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

Unit 17 Landscape Drawing	<ul style="list-style-type: none"> • Show knowledge of the elements and principles of art to create a landscape drawing • Demonstrate awareness of special relationships and perspective in the environment • Utilize texture and value to create a realistic looking drawing • Study and understand the art of landscape artists past and present 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
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Resources/Materials

Item Description	Quantity
Newsprint Paper 12x18"	5
Bright White Sulfite Paper 12x18"	5
Bright White Sulfite Paper 18x24"	5
4-Ply Railroad Board, Black	3
4-Ply Railroad Board, White	3
Tru-Ray Sulfite Construction Paper, Violet	5
Tru-Ray Sulfite Construction Paper, Blue	5
Tru-Ray Sulfite Construction Paper, Red	5
Tru-Ray Sulfite Construction Paper, Orange	5
Tru-Ray Sulfite Construction Paper, Festive Green	5
Tru-Ray Sulfite Construction Paper, Pink	5
Tru-Ray Sulfite Construction Paper, Yellow	5
Tru-Ray Sulfite Construction Paper, Dark Brown	5
Tru-Ray Sulfite Construction Paper, Black	10
Handy Art Acrylic Paint, Titanium White	4
Handy Art Acrylic Paint, Yellow	3
Handy Art Acrylic Paint, Orange	3
Handy Art Acrylic Paint, Bright Red	3
Handy Art Acrylic Paint, Green Oxide	3
Handy Art Acrylic Paint, Ultramarine Blue	3
Handy Art Acrylic Paint, Violet	3
Handy Art Acrylic Paint, Burnt Sienna	3
Handy Art Acrylic Paint, Black	3
Reeves 144 Nylon Brushes	2
Crayola Classpacks Markers, 16 colors	1
Cray-Pas Oil Pastels, 16 color set	10
Crayola Pencil Classpack	1
Prism Color "Scholar" Art Pencils, 48 color set	10
Reeves Sketching Pencils Classpack	5
Artist Blending Stumps, Medium	12
Drum Pencil Sharpener	20

Kneaded Rubber Erasers, Large	12
Cork Back Steel Rulers, 18"	10
School Compass-Pencil	30
Krylon Workable Fixative	2
Knife with Safety Cap	30
Cut-Rite Scissors	30
Elmer's Glu-All, 8 oz	15
Elmer's Glu-All, gallon	2
Verithin Colored Pencils, White	6
Golden Harvest Dry Wheatpaste	6
Sharpie Ultra Fine Point	70
Saturn Tensor 18 Double-Side Rack	1
Sharpie Retractable Fine Point Permanent Markers	6
Dixon Pink Carnation Erasers, Medium	4
Winsor Newton Artist Canvas, 10x14"	70
Air Fire Clay	10
Pottery Tool Kit	35

Michigan High School Content Expectations & Strands

Visual, Performing, and Applied Arts	
Strand I	Create (C)
C.1	Engage in full iterative cycles of the artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.
C.2	Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.
C.3	Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.
C.4	Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.
C.5	Reflect on and articulate the steps and various relationships of the artistic/creative process.
Strand II	Perform/Present (P)
P.1	Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.
P.2	Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.
P.3	Describe and consider relationships among the intent of the student/artist, the

	results of the artistic/creative process, and a variety of potential audiences or users.
P.4	Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience.
Strand III	Respond (R)
R.1	Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.
R.2	Identify, describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines.
R.3	Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social, cultural, environmental, and/or economic contexts.
R.4	Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/ creative process.

2D/3D Art:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 10, 11, 12

Prerequisites: Foundational Art

In 2D/3D art we will focus on longer assignment that require the students to go through multiple levels of creative problem solving in order to produce successful art. Students will focus on, and apply the elements and principles of art that they learned in foundational art to more about complex art making.

Course Syllabus

Unit 1: Paper Shoes	<ul style="list-style-type: none"> • Student will produce a pencil drawing from the observation of their shoe. • Student will utilize the knowledge of value, form, and foreshortening to create and visual interesting composition. • Students will understand how planning out ideas in 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
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	<p>2D help transform information into 3D.</p> <ul style="list-style-type: none"> • Student will use creative problem solving skills to recreate their shoes how of paper. 	
Unit 2: ASL Hands	<ul style="list-style-type: none"> • Students will learn the American Sign Language alphabet. • Students will <u>review</u> contour and gesture drawing. • Students will render images of their hands in different letter positions in order to spell out a word. • Students will combine individual artwork to make a final piece. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 3: Claymation Film	<ul style="list-style-type: none"> • Students will learn to collaborate in order to complete a project. • Student will understand and complete the steps of creating and publishing a film. • Students will understand and discuss how art and media are connected. • Students will learn and go through each step of creating a stop motion film. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 4: Monster Busts	<ul style="list-style-type: none"> • Students will use their knowledge of form to create a stable bust. • Students will learn about the history of busts and why they are created. • Students will investigate monsters and mythical creatures. • Students will use their research on monsters to 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	<p>create sketches for their sculpture.</p> <ul style="list-style-type: none"> Students will create a 3D bust of the head of a monster. 	
Unit 5: Book Sculptures	<ul style="list-style-type: none"> Students will analyze who they are and learn how to portray that visually. Students will learn to combine multiple mediums and understand how more than one medium can add interest to a work of art. Students will learn and understand how to construct a 3-dimensional book and binding. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 6: Expressive Self Portraits	<ul style="list-style-type: none"> Students will use their knowledge of color and proportion to create a self-portrait that says something about their personality traits. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 7: Bird Sculptures	<ul style="list-style-type: none"> Students will use their creative problem solving skills to create a 3D metal bird. Demonstrate their ability to manipulate an unfamiliar media and make it function in a way that it doesn't 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 8: Surrealist Landscapes	<ul style="list-style-type: none"> Study surrealist landscapes artist Use knowledge of surrealism to create a landscape drawing Use knowledge of atmospheric perspective to create landscapes 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

Unit 9: Lino Prints	<ul style="list-style-type: none"> • Students will learn to use a subtractive method to create prints using linoleum. • Students will use their imagination to come on with a theme for their print. • Students will learn the importance of creating multiple prints. • Students will learn and understand the terms involved with printmaking. • Students will research other artist past and present who are considered print makers. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
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Digital Media Arts:

Course Description

Course Length: 2 semesters
Credits: 1.0
Recommended Grade Levels: 10, 11, 12
Prerequisites: Foundational Art

Students will gain a greater appreciation and understanding of both 2 dimensional and 3 dimensional art. Students will be utilizing more advance art techniques, and learn new ways to manipulate mediums. Students will build on and expand their understanding and knowledge of the elements and principles of design that they gained in foundational art. Students will explore drafting, drawing, sculpture and art history.

Course Syllabus

Units of Instruction	Learner Objectives	HSCSs Covered
Unit 1: What is Graphic Design	<ul style="list-style-type: none"> • Explain the definition and use of graphic design in our world • Use a common vocabulary to think about, respond to, and 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	<p>talk about art</p> <ul style="list-style-type: none"> • Use the principles and elements to convey meaning in artwork to others 	
Unit 2: Clip Files	<ul style="list-style-type: none"> • Create images library for future work • Study and understand how artist use each other for inspiration. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 3: The Design Process/ Rules of Design	<ul style="list-style-type: none"> • Explain the 5 steps within the design process • Explain the Rules of design and how they effect a piece of art • Create a piece using the Design process and rules of design 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 4: GIMP Introduction	<ul style="list-style-type: none"> • Explain GIMP and its basic functions • Understand how computer programs can help enhance their art 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 5: Cultural Collages	<ul style="list-style-type: none"> • Using GIMP skills create a collage using personal culture as • Understand how culture affects the way we see and perceive the world 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 6: Digital Self Portraits	<ul style="list-style-type: none"> • Study and understand Aricrimbo's Art • Use GIMP skills to collage self-portraits out of other objects 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 7: Incongruent Animals	<ul style="list-style-type: none"> • Understand how incongruent objects can create interest in art and in advertising. • Demonstrate ability to cut connect things in GIMP with constancy and flow. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 8: Typography	<ul style="list-style-type: none"> • Study and understand the idea and font Helvetica 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	<ul style="list-style-type: none"> Learn how typography affect advertising and art. 	
Unit 9: Font Compositions	<ul style="list-style-type: none"> Demonstrate how to use font in a non-text manner Understand and demonstrate how font can change the feeling of a work of art. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 10: Happy Meal Boxes	<ul style="list-style-type: none"> Show knowledge of how font and images work together. Demonstrate the ability to sell and idea. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 11: Personal Logos	<ul style="list-style-type: none"> Show knowledge of how to sell oneself. Demonstrate ability to create simple memorable design. Learn how consistency in logo assist in advertising. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 12: Digital Photography	<ul style="list-style-type: none"> Study the functions and ability of a digital camera Demonstrate ability for create successful photographic compositions. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 14: Photo Montage	<ul style="list-style-type: none"> Demonstrate knowledge of digital photography and color to create photo montage that talks about personality trait. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 16: CD design	<ul style="list-style-type: none"> Use knowledge of design, text and elements and principles of art to create a design for their favorite musical artist. Demonstrate knowledge of how deign color and font and portray a feeling. 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4
Unit 18: Web Design	<ul style="list-style-type: none"> Create web page that will display their work.] 	C.1, C.2, C.3, C.4, C.5, P.1, P.2, P.3, P.4, R.1, R.2, R.3, R.4

	<ul style="list-style-type: none"> • Learn how to market themselves as artist. • Create a user friendly website that is engaging and aesthetically pleasing. 	
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AP Studio Art:

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11, 12 (1st year high school art)

Prerequisites: None

The emphasis in AP art is to

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers and problem solvers who will contribute inventively and critically to their culture through the making of art.
- Create a body of work that demonstrates knowledge of a wide variety of techniques and concepts for submission in drawing.

Course Syllabus

AP Art Studio addresses three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical and expressive means of the artist. AP work should reflect these three areas of concern: quality, concentration and breadth.

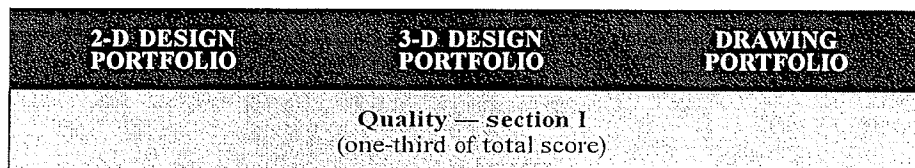
One or more new assignments for the Breadth section are introduced almost every week first semester with the understanding that students must allow enough time to complete each assignment, taking into consideration holiday time constraints. Our sessions include group and individual critiques, brainstorming, internet research, books and magazines, as well as hands-on work in pencil, charcoal, pastels, watercolor, acrylic, oil pastels, markers and donated house

paint. Each Breadth assignment is viewed as a possible jumping off point for the student's Concentration and is considered as a possible entry in the Quality section.

The best demonstrations of breadth clearly demonstrate experimentation and a range of conceptual approaches to the work. It is possible to do this in a single medium or in a variety of media. If the student chooses a single medium—for example, if the portfolio consists entirely of charcoal drawings—the work must show a range of approaches, techniques, compositions, and subjects. An enormous range of possibilities exists for this section. Following is a list of possible approaches. It is not intended to exclude other ways of drawing.

- The use of various spatial systems, such as linear perspective, the illusion of three dimensional forms, aerial views, and other ways of creating and organizing space
- The use of various subjects, such as the human figure, landscape, and still-life objects
- The use of various kinds of content, such as that derived from observation, an expressionistic viewpoint, imaginary or psychological imagery, social commentary, political statements; and other personal interests
- Arrangement of forms in a complex visual space
- The use of different approaches to represent form and space, such as rendered, gestural, painterly, expressionist, stylized, or abstract form
- The investigation of expressive mark-making

A portfolio will need to be submitted to the CollegeBoard for approval to receive AP credit. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding of visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the Concentration section (Section II). In the Breadth section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique and content. The diagram on the next page summarizes the section requirements for each of the three portfolios.



<p>5 actual works that demonstrate mastery of design in concept, composition and execution</p>	<p>10 digital images, consisting of 2 views each of 5 works that demonstrate mastery of three-dimensional design in concept, composition and execution</p>	<p>5 actual works that demonstrate mastery of drawing in concept, composition and execution</p>
<p>Concentration — section II (one-third of total score)</p>		
<p>12 digital images; some may be details Works describing an in-depth exploration of a particular 2-D design concern</p>	<p>12 digital images; some may be details or second views Works describing an in-depth exploration of a particular 3-D design concern</p>	<p>12 digital images; some may be details Works describing an in-depth exploration of a particular drawing concern</p>
<p>Breadth — section III (one-third of total score)</p>		
<p>12 digital images; 1 image each of 12 different works A variety of works demonstrating understanding of the principles of 2-D design</p>	<p>16 digital images; 2 images each of 8 different works A variety of works demonstrating understanding of the principles of 3-D design</p>	<p>12 digital images; 1 image each of 12 different works A variety of works demonstrating understanding of the principles of drawing issues</p>

All three sections are required and carry equal weight, but students are not necessarily expected to perform at the same level in each section to receive a qualifying grade for advanced placement. The order in which the three sections are presented is in no way meant to suggest a curricular sequence. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.

TECHNOLOGY

AP Computer Science

Course Description

Course Length: 2 semesters

Credits: 1.0

Recommended Grade Levels: 11, 12

Prerequisites: None

Computer Science A emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in Computer Science. It also includes the study of data structures, design and abstraction, but these topics are not covered to the extent that they are in Computer Science AB.

It should be emphasized that these courses represent college-level achievement for which most colleges and universities can be expected to grant advanced placement and credit. Placement and credit are granted by institutions in accordance with their own policies, not by those of the College Board or the AP Program.

The AP Computer Science courses are introductory courses in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

Computer Language

The content of the college-level introductory programming course has evolved significantly over the years. Starting as a treatment merely of language features, it eventually incorporated first the notions of procedures and procedural abstraction, then the use of modules and data abstraction. At most institutions, the current introductory programming course takes an object-oriented approach to programming that is based on encapsulating procedures and data and creating programs with interacting objects. The AP Computer Science courses have evolved to incorporate this approach. Current offerings of the AP Computer Science Examination require the use of Java. Those sections of the exam that require the reading or writing of actual

programs will use Java. The exam will not cover all the features of Java; it will be consistent with the AP Java subset. The AP Java subset can be found in the Computer Science section of AP Central.

COURSE OBJECTIVES:

- Students should be able to design and implement computer-based solutions to problems in a variety of application areas.
- Students should be able to use and implement well-known algorithms and data structures.
- Students should be able to develop and select appropriate algorithms and data structures to solve problems. Students should be able to code fluently in an object-oriented paradigm using the programming language Java. Students are expected to be familiar with and be able to use standard Java library classes from the AP Java subset. Students should be able to read and understand a large program consisting of several classes and interacting objects.
- Students should be able to read and understand a description of the design and development process leading to such a program. (An example of such a program is the AP Marine Biology Simulation Case Study.)
- Students should be able to identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.
- Students should be able to recognize the ethical and social implications of computer use.

AP Computer Science A - Semester I

Due Date	TASKS
Week 1	<ul style="list-style-type: none"> • Computer Hardware and Software • Assignment • Essay
Week 2	<ul style="list-style-type: none"> • Download BlueJ, Java software and the book. All are free!! Read all links under Course Home.
Week 3	<ul style="list-style-type: none"> • 1.1 Using Turtle objects to draw pictures. • 1.2 A complete Java application program using Turtle methods.

	<ul style="list-style-type: none"> • 1.3 A first look at inheritance: defining instance methods in Turtle subclasses. • Assignments • Quiz
Week 4	<ul style="list-style-type: none"> • 1.4 Additional Turtle methods; identifiers versus keywords. • 1.5 Compiling and running an application program. • 1.6 Sending messages to objects. • Assignments • Review • Quiz • Chapter One test
Week 5	<ul style="list-style-type: none"> • Vocabulary, Vic Methods and UML Notation • 2.1 Using Vic objects to control appliances. • 2.2 Defining a subclass containing only instance methods. • 2.3 The if statement. • Assignments • Quiz
Week 6	<ul style="list-style-type: none"> • 2.4 Using class methods and javadoc comments in a program. • 2.5 The if-else statement and the block statement. • 2.6 Boolean methods and the not-operator. • Assignments
Week 7	<ul style="list-style-type: none"> • 2.7 Boolean variables and the assignment operator. • 2.8 Boolean operators and expressions; crash-guards. • 2.9 Getting started with UML class diagrams and object diagrams. • Assignments
Week 8	<ul style="list-style-type: none"> • Review • Quiz • Chapter Two Test
Week 9	<ul style="list-style-type: none"> • 3.1 The while statement. • 3.2 Using the equals method with String variables. • 3.3 More on UML diagrams. • Assignments • Quiz
Week	<ul style="list-style-type: none"> • 3.4 Using private methods and the default executor.

10	<ul style="list-style-type: none"> • 3.5 A first look at declaring method parameters. • 3.6 Returning object values. • Assignments • Review • Project • Quiz • Chapter Three Test
Week 11	<ul style="list-style-type: none"> • 4.1 Analysis and Design of basic games. • 4.2 Input and output with JOptionPane dialog boxes. • Assignments • Quiz
Week 12	<ul style="list-style-type: none"> • 4.3 Declaring instance variables: a first look at encapsulation. • 4.4 Defining constructors; inheritance. • 4.5 Integer instance variables. • Assignments • Quiz
Week 13	<ul style="list-style-type: none"> • Making Random choices. • Overloading, overriding and polymorphism. • The rules of precedence for operators. • Using BlueJ with its debugger. 4-31 • Assignments • Project • Review
Week 14	<ul style="list-style-type: none"> • Chapter Four Test • 5.1 Defining class methods. • 5.2 Declaring class variables; encapsulation and scope. • 5.3 Final local, instance, and class variables. • 5.4 Two new String methods.
Week 15	<ul style="list-style-type: none"> • Assignments • Project • Review • Quiz
Week 16	<ul style="list-style-type: none"> • Chapter Five Test

Week 17	<ul style="list-style-type: none"> • Review
Week 18	<ul style="list-style-type: none"> • Review • Semester Exam Part A • Semester Exam Part B

AP Computer Science A / Semester II

Due Date	TASKS
Week 1	<ul style="list-style-type: none"> • Have you got BlueJ, Java software and the book? All are free. See Unit one for download links. Reread the course syllabus under Course Home.
Week 2	<ul style="list-style-type: none"> • 6.1 Double values, variables, and expressions. • 6.2 Creating your own library classes. • 6.3 Basic String methods; the Comparable interface. • Assignments
Week 3	<ul style="list-style-type: none"> • 6.4 Character values and String's charAt method. • 6.5 Long integers; casts and conversions; the Math class. • Assignments • Review • Quiz • Chapter Six test
Week 4	<ul style="list-style-type: none"> • 7.1 Analysis and Design of the Worker class. • 7.2 Analysis and Design example: finding the alphabetically first. • 7.3 An array of counters, an array of Strings. • Project • Review • Quiz
Week 5	<ul style="list-style-type: none"> • 7.4 Implementing the Worker class with arrays. • 7.5 Analysis and Design example: finding the average in an array. • 7.6 Implementing the WorkerList class with arrays.

	<ul style="list-style-type: none"> • Assignments • Review • Quiz
Week 6	<ul style="list-style-type: none"> • Chapter Seven Project • Chapter Seven Test • Assignments • Quiz
Week 7	<ul style="list-style-type: none"> • 13.1 The SelectionSort Algorithm for Comparable objects. • 13.2 The InsertionSort Algorithm for Comparable objects. • 13.3 Binary Search. • Project • Review • Quiz
Week 8	<ul style="list-style-type: none"> • 11.2 Abstract classes and interfaces. • Assignments • Quiz
Week 9	<ul style="list-style-type: none"> • Grid World Case Study
Week 10	<ul style="list-style-type: none"> • Grid World Case Study
Week 11	<ul style="list-style-type: none"> • Grid World Case Study
Week 12	<ul style="list-style-type: none"> • Grid World Case Study
Week 13	<ul style="list-style-type: none"> • Grid World Case Study
Week 14	<ul style="list-style-type: none"> • Grid World Case Study
Week 15	<ul style="list-style-type: none"> • Review • AP Exam

Resources/Materials:

Textbook: AP Computer Science uses this free online text book for this course. It is suggested that students download the book to thier hard drive or network drive. The book is zipped and will need to be unzipped to be viewed. There are many other good books that students can refer to that would help them understand the many topics covered in the course, in particular: "Be prepared for the AP Computer Science Exam in Java" and "125 Multiple-Choice Questions in Java". Both these books are published by Skylight Publishing.