ATTACHMENT 35:

SCHOOL ADMISSIONS POLICY

Attachment 35 – School Admissions Policy
The school's planned lottery is subject to change pending action by authorizer in response to this application. Attached is the proposed plan.

Fountain Square Academy organizes an annual enrollment lottery. The lottery is to be held on location at Fountain Square Academy when enrollment for a grade level reaches or exceeds capacity for the upcoming school year. The results of the lottery are announced a week after the lottery, and parents are notified by mail of their child's enrollment status. The proposed schedule is as follows:

Lottery opens online	January 1, 2012
Applications close	April 15, 2012
Lottery Event	April 30, 2012

Lottery Process

1. Lottery Process and Procedures will be reviewed annually.
2. A third-party representative will be recruited to administer the lottery.
3. Lottery application will be made available in hard copy at the school, and electronically via email and the internet on the Fountain Square Academy website.
4. Each potential student applying will be assigned a unique lottery number.
5. For each student, a lottery card with their assigned number will be created for submission to the lottery board. Siblings of that student will have their lottery numbers written below the student's personal lottery number.
6. Lottery cards will be kept in numerical order prior to the lottery and banded together for security, separated by grade level.
7. The third party representative will verify that there is a card for each application and that each sibling's number also matches those on their respective applications.

Nondiscrimination Policy

Fountain Square Academy shall not discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, color, gender, national and ethnic origin, and disability to all of the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ATTACHMENT 36:
DISCIPLINE POLICY

ATTACHMENT 36: Discipline Policy

DISCIPLINE AND SCHOOL BEHAVIOR

The primary objective of requiring appropriate student behavior is to produce a safe learning atmosphere in which there will be no interruption of the teaching-learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility, and consequences of any inappropriate behavior. To accomplish this objective requires a cooperative effort from students, staff, and parents.

Fountain Square Academy uses the Positive Behavior Supports (Our BARKS program) plan to encourage all students to follow our school procedures. This plan provides a sequence of interactions that allow staff to guide students in making good choices and consequences for making poor choices.

At Fountain Square Academy all students shall...

B - Be Great
A - Accept Responsibility
R - Respect
K - Kindness

The entire foundation and success of public school education depends upon the theme of the Golden Rule: "Do unto others as you would have them do unto you." It includes the basic concepts of self-discipline – a self-discipline that will allow all individuals to exist in a world of change and with the individual rights afforded them by our federal and state constitutions. Certain standards of student conduct are necessary to assure that students seeking to express their own individual rights do not infringe upon the rights of others. The responsibility for the development and maintenance of self-discipline falls to the cooperative efforts of students, parents, teachers, administrators, and the community.

Discipline is one of the most important lessons of education. While it does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people

An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

DISCIPLINE PLAN / FOUNTAIN SQUARE ACADEMY PROCEDURES

Children come to school to learn and no child has the right to infringe upon any other student's right to learn. To promote a learning atmosphere, we will expect the children to observe the following guidelines:

Hallways:

- Out of respect for other learners, hallways are always a: ***Quiet Zone***
- No talking unless responding to an adult
- Always walk
- Keep hands, feet and objects to yourself.
- Students are asked to walk, "Eyes front, hands to your side, no talking."

Restroom:

- Enter quietly
- Talking is not permitted unless someone needs help.
- Do not use more than one paper towel and always throw it in the trashcan (not in the toilet).
- Leave the restroom clean by throwing all paper towels and any other trash in the trashcan.
- Do not use restroom area as a play area. This could result in someone getting hurt.
- Take turns respectfully.
- Always flush toilets.
- Wash hands before leaving restrooms.

Breakfast and Morning Procedures:

- All students enter and will sit in their assigned area.
- Breakfast service will follow Lunch Procedures.
- All students will line up and move to classrooms at 7:20.
- Announcements, Pledge and a moment of silence will be given on the PA at 7:30.
- Students are to be quiet and stop moving in the building during this time.

School Assemblies:

- Be on time for school-wide assemblies.
- Enter gymnasium quietly and follow the directions of the adults.
- Sit on the floor or bleachers (on pockets) with hands in laps. Students may not sit up on knees since this will block the view of students in rows further back.
- When the person in charge of the assembly gives the "five" signal, all voices will be quiet and active listening will begin.
- No talking during performances.
- No screaming or yelling is allowed (unless it is a part of the program) and polite applause is expected at appropriate times.
- Follow directions of adults when being dismissed.

Dismissal:

- Actively listen for any afternoon announcements.
- Leave the building in a quiet line directed by your teacher.
- Leave with all of the things you need to take home, including your homework.
- Walk directly to your bus or parent pick-up door.

Clinic/Office Area:

- Students must have a clinic pass before coming to the clinic.
- Upon entering the clinic (unless it is an emergency) find a seat and sit quietly until the nurse can give you attention.
- Students coming to the clinic for daily medication should wait quietly by the sink until the nurse/office personnel can attend to them.

- Students are prohibited from "adult only" areas (staff dining area, staff meetings, staff workroom, and all custodial/storage areas)

Active Listening:

- Get quiet immediately when the teacher says, "Give me five."
- Return the Five Sign by raising your hand indicating that you are ready to listen.
- Show courteous and respectful behavior by giving eye contact to the speaker, sitting calmly, and not talking.
- Listen for information and details.
- Raise your hand for recognition when it is time to give a response.

Recess:

- Students will go out to recess unless they have a note from home. Extended periods of non-participation require a medical excuse from a doctor. Students will go outside unless it is raining or the temperature (wind chill) is below 20 degrees.
- Teachers will escort children to recess. Once students reach the playground area, they may not return to the building without permission.
- Adults will circulate the playground area during recess and one person will always have a radio. Students are expected to listen and follow the directions of the adult on duty.
- No tackle games, tag, chasing games or "piling on" games are allowed.
- "Play-fighting" or martial arts moves are not allowed. Inappropriate physical gestures (i.e. hand gestures or inappropriate dancing) are not allowed.
- Fighting, throwing objects, snowballing or any rough play will result in a loss of recess privileges. (i.e. stand on fence, walk the square, recess detention)
- Solve conflicts positively or ask for the help of an adult on the playground.
- Jump ropes are to be used for jumping only.
- Balls that go into the parking lot may not be retrieved by a student without adult supervision.
- Non-participants should not run through games being played by other students. When deciding to play a game with others, rules should be clear before playing. Arguing will result in a player or players being required to leave the game.
- Students should not touch or move towards animals that appear on the playground. An adult will use a radio to call for assistance.
- Upon hearing the whistle or observing the given signal, students are to quit playing and line up for an orderly return to class.

Cafeteria:

- Students should enter the cafeteria quietly and in a single file line.
- Follow all adult directions quickly and respectfully.
- Listen to café workers and quickly give lunch choices.
- Students should "Eat first and talk last."
- When finished eating, students may talk quietly using "Restaurant voices". QUIETLY talk only to those students on either side of you. Always use polite, appropriate language.
- Do not leave seat without adult permission.
- Observe the "Give me five" signal when given, and obey the "No talking" rule when in effect.
- Dismissal from the café will be a "No talking" time.
- Students must ensure tables and floors are clean and trays are ready to go. Pick up anything dropped on the floor. Tables will only be "Excused to line up" when they are quiet, their area is clean, and their trays are ready to go.

- Students may not "charge" a lunch. They must have funds on account or in hand to pay for lunch.

Bus Conduct Procedures

YOUR CHILD AND EVERY CHILD DESERVES A SAFE, PLEASANT RIDE TO SCHOOL!

Please go over these rules with your children and stress the importance of obeying the rules.

- The bus driver has the same relationship to the child, as does the school teacher. It is his/her duty to maintain order on the bus at all times.
- Obey the driver promptly and respectfully. He/She is working for your safety; realize that he/she has a big responsibility and that it is your job to help him/her.
- Be careful in approaching bus stops; walk on left facing oncoming traffic where there are no sidewalks.
- Do not stand or play on the road while waiting for the bus.
- Do not destroy or damage surrounding property in any way while waiting for the bus.
- Help keep the bus on schedule—BE ON TIME! (5 min. before scheduled pick-up time)
- No student will enter or leave the bus until it has come to a full stop and the driver has opened the door.
- Take your turn and avoid pushing when entering or leaving the bus.
- Be seated promptly and be careful not to block the aisle.
- No one is permitted to leave his/her seat while the bus is in motion.
- Pupils shall not be allowed to tease or scuffle with each other. Treat others with respect and keep hands to yourself.
- Use no loud or profane language.
- No windows or doors will be opened or closed except by permission of the driver.
- REMEMBER: Loud talking, laughing, or unnecessary confusion diverts the driver's attention and may result in a serious accident. Classroom conduct is expected except for conversation in normal tones. Improper or abusive language will not be allowed.
- Help keep the bus clean, sanitary, and orderly. Deposit trash in the container at the front of the bus. No food shall be eaten on the bus.
- Treat bus equipment with care. Replacements are expensive to parents.
- Failure to comply with the bus rules or failure to follow instructions of the bus driver may result in the loss of the bus riding privilege.
- For the safety of your child, please make sure that any papers, envelopes, or loose items are brought to school in a book bag. When children drop items or have papers fly away, they may run in front of the bus or approaching cars to retrieve the lost item.

If a student is misusing his/her privilege to ride the bus, he/she may have a phone call home, a written notice home, or a suspension from the bus. Extreme situations will be dealt with by the Principal Fellow and/or the Principal.

CONSEQUENCES FOR NONCOMPLIANCE

Consequences for noncompliance of the procedures and expectations stated above shall include, but not be limited to the list below.

- Warning
- Assignment of "Think About It" sheet

- Removal to another classroom
- Loss of recess or lunch detention
- Denial of school privileges or participation in school activities
- In-school office timeout
- Intervention by professional school staff
- Parent contact or conference
- Referral to the school office

The severity or repetitive nature of a student's behavior will be given consideration when determining appropriate consequences. The following behaviors will be considered unacceptable at Fountain Square Academy and can result in suspension/expulsion. The behaviors listed below apply to actions on school property, including bus stops, and at school-sponsored activities.

- Any purposeful action that results in great bodily harm to another human being.
- Use, possession, or unreported knowledge of a weapon, explosive, look-alike weapon, or anything that is used as a weapon. (Possession means on self, given to another individual, in personal belongings, or on school property)
- Use, possession, or unreported knowledge of any drugs or look-alike drugs (Including alcohol and tobacco).
- Acts of lying, cheating or stealing.
- Acts of vandalism or arson.
- Acts of harassment or bullying (repeated behaviors, physical or verbal, toward another individual that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, or generally unsafe.)
- Disruption of the orderly educational process.

DISCIPLINE: DUE PROCESS AND SUSPENSION / EXPULSION PROCEDURES

When a student has committed a disciplinary infraction, the school official will conduct a due process investigation. Guidelines for due process are as follows: A student will be given: a. an oral or written statement of the charges, b. if charges are denied, an oral summary of the evidence, c. an opportunity to explain his/her conduct.

School personnel have the right to exercise the disciplinary options. Authorized disciplinary actions may include detention, in-school detention, Saturday school, out-of-school suspension, expulsion, and/or parent/guardian shadowing.

The Indiana General Assembly guarantees due process for pupils suspended or expelled from classes for more than (10) days and outlines in detail the procedures to be followed when a student is disciplined by suspension or expulsion. In cases of suspension for more than five days the President of the Board of Directors appoints a hearing officer. The hearing officer will notify the student of "due process."

The types of disciplinary action taken by the school administration may include but will not be limited to the following:

- Conferences
- Detention / Saturday School / In-School Timeout

- Suspension
- Expulsion
- Other Courses of Action

Parents/Guardians will be notified by mail, phone, or in person if their child is violating school expectations and negatively impacting the learning environment for all students. A meeting will be scheduled between parents/guardians and a school administrator to review the student's choices and develop a contract between the school, parent, and student that specifically addresses misbehavior. If a student chooses to not follow the contract, then that student will be expelled from Fountain Square Academy in accordance with state-mandated hearing guidelines.

Conferences – May include counseling with a teacher, social worker or administrator concerning the behavioral problem and recommendation for improvement. Parents may be asked to participate in the conference.

Detention / Saturday School / In-School Timeout– A student may be assigned to an in-school timeout separate from the general classroom, but provided work and assistance for academics. Further a student may be assigned additional time at school, either before or after regular school hours, during lunch (student will receive lunch), or on Saturday. Students who have detention time to serve are responsible for arranging their own transportation. The detention will be served on the day or days assigned by the Principal or his designee.

Parent Shadowing- The parent will need to come in to the school for an entire day and attend classes with their child.

Suspension – Disciplinary action whereby a student is separated from school attendance for a period of ten (10) days or less and which does not constitute an expulsion. When expulsion is recommended, the student may be suspended by the school until the date of the expulsion or exclusion hearing.

The Principal may suspend students for no more than ten (10) school days for conduct that constitutes grounds for expulsion or suspension. Suspension shall be made only after the Principal has made investigation thereof and has determined that such suspension is necessary to help any student or to prevent interferences with an educational function or school purpose.

No suspension may be made without affording the student an opportunity for an informal hearing. At the informal hearing the student is entitled to:

1. A written or oral statement of the charges against him:
2. And, if he denies the charges, a summary of the evidence against him; and
3. An opportunity to explain his conduct; with a parent(s) or guardian(s) present unless waived.

Notice of the informal hearing shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such a situation, the notice and informal hearing shall follow as soon as reasonably possible after the suspension.

Within 24 hours or such additional time as is reasonably necessary, following suspension, the Principal shall send a written statement to the student's parents describing the student's misconduct. The Principal shall make a reasonable effort to hold a conference with the parent, before or at the time the student returns to school.

Special education students may be suspended using the same procedure with Article 7 compliance.

Expulsion – Disciplinary action whereby a student:

1. Is separated from school attendance for a period in excess of ten (10) days;
2. Is separated from school attendance for the balance of the current semester year unless a student is permitted to complete required examinations in order to receive credit for the courses taken in the then current semester or current year; or
3. Suffers a penalty that automatically prevents his completing within normal time his overall course study in the School.

When a request for expulsion or exclusion of a student is filed with the Superintendent, the student may be suspended by the Principal for no more than five (10) days, in accordance with IC 20-8.1-5-6. However, the student may be suspended by the hearing officer appointed by the Superintendent while he or she makes the report and recommendation of his finding to the Superintendent. The hearing officer may find that the student must be suspended immediately to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purposes; or
2. A physical injury or illness to himself, other students, school employees, or visitors to the school.

When the expulsion proceedings are initiated, the student and his parents will be sent forms which state the charges of misconduct, explain the procedure for requesting a hearing, and describe the hearing procedures.

Special education students may be expelled or excluded from school in accordance with Article 7 Requirements.

Violations for which a student may be suspended or recommended for expulsion from school include (but are not limited to):

A. Suspension

1. Insubordination (failure to follow teacher instructions, defiant attitude, disrupting class, misbehavior, not reporting to office)
2. Using tobacco on school grounds at any time; includes school activities and functions
3. Possession of smoking materials
4. Fighting, threat, general harassment, sexual harassment
5. Obscenity, profanity
6. Leaving the building without permission
7. Cafeteria disruption
8. Cutting classes
9. Reckless driving
10. Other violations which are detrimental to school purposes. (See separate technology section.)

B. Expulsion

1. Any violation listed under suspension which is violated excessively or more severely.
2. Possession of a weapon
3. Use of a weapon or threat with a weapon
4. Firecrackers and other explosives
5. Throwing water balloons, snowballs or other missiles while in the school building or on a bus

6. Vandalism
7. Physical attack on staff member
8. Theft
9. Knowingly possessing, using or transmitting alcohol, drugs, or look-a-like drugs while at school or while attending a school activity
10. Attending school or a school activity while knowingly under the influence of drugs or alcohol
11. Possession of drug paraphernalia
12. Other violations that are detrimental to school purposes.

Other Courses of Action – The Principal, Principal Fellow, any teacher or staff member, bus driver or any other person authorized to take such action in connection with student behavior as is reasonably desirable or necessary. Such action shall be taken to help any student, to further school purposes or to prevent an interference therewith, including, but not limited to counseling, parent conferences, assignment of additional work, arrangement of class schedules, requiring the student to remain in school after regular school hours, or restriction of extra-curricular activity.

DISCIPLINE STEPS AND PROCEDURES

Routine discipline infractions will be followed by a series of steps to produce more appropriate behavior. Fountain Square Academy believes that consistency is important for students to understand that there are consequences for their actions. The Discipline Steps are utilized by administration in order to support our discipline policy in a fair and consistent manner:

VIOLATION	PROCEDURE FOR CORRECTION
Dress Code violation: Not in complete uniform for school/classes	1) Student is sent to the Principal Fellow 2) Student calls home 3) Parent must bring appropriate clothing for student in order for student to return to class * 5 dress code violations (and each occurrence thereafter) will result in suspension from school *If parent cannot bring clothing, then student remains in ISS with the Principal Fellow*
Insubordination: Failure to follow directives from staff members causing a major disruption of the orderly educational process.	1) Assign to ISS. If warranted, suspension could be for 1st offense 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Habitual classroom disruption:	1) Assign to ISS for the day 2) Suspension- 1-3 days 3) Continued failure to comply, additional suspension up to 10 days- possible recommendation for expulsion
Vandalism: Damage of school property	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Technology misuse: Tampering with servers, files, pornography, adult sites)	1) Suspension, possible recommendation for expulsion 2) Reimbursement or repair of damages
Electronic devices during school hours: (including, but not limited to: cell phones, mp3 players, game systems, etc.)	1) The parent must collect from the Principal Fellow on behalf of the student
Skipping class: Not in class and accounted for when class time begins	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be placed in one day ISS 3) 3x Suspension from school 4) 4x Attendance contract, pending possible expulsion

Cafeteria disruption: Causing a disturbance in the cafeteria and not following the directives of staff members	1) 1x Contact is made to parents 2) 2x Loss of privilege to eat in the cafeteria and will eat with Principal Fellow 3) 3x Parent must eat lunch with student from 1-5 days
Obscenity/ profanity: Using language that is offensive and profane in conversation	1) 1x Referral to Principal Fellow and parent is notified 2) 2x Assigned ISS 3) 3x Suspension from 1-5 days
Fighting: Any confrontation in which both parties have contributed in a conflict by words, actions, or deeds	1) 1x Suspension 1-5 days, possible recommendation for expulsion 2) 2x Suspension 1-10 days, pending expulsion *Each incident could result in a possible arrest*
Leaving school grounds, without permission	1) 1x Contact is made to parents 2) 2x Assigned Saturday School 3) 3x Suspension from 1-5 days
Horse playing: Running, hitting another student, "playing" outside of recess time	1) 1x Referral to Principal Fellow 2) 2x Assigned Saturday School 3) 3x Suspended for 1-5 days
SEVERE VIOLATIONS, not limited to	**DISCIPLINARY ACTIONS TO BE FOLLOWED**
Use of or threat with a weapon, or any item that can be construed as a weapon: An act or action where the use of a weapon is implied or the verbal threat of the use of a weapon	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Using tobacco on school grounds at any time; including school activities/functions	Possible suspension/expulsion after the completion of the investigation
Gambling or possessing/using gambling paraphernalia	Possible suspension/expulsion after the completion of the investigation
Possession of smoking materials	Possible suspension/expulsion after the completion of the investigation
Sexual harassment: Unwelcome sexual advances, requests for sexual favors and/or inappropriate verbal/nonverbal conduct of a sexual nature	Possible suspension/expulsion after the completion of the investigation
Firecrackers and other explosives devices	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest

Possessing, using or transmitting alcohol, drugs, look-a-like drugs while on school property or attending a school function	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Attending a school function while under the influence of a controlled substance, drugs or alcohol	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Possession of drug paraphernalia	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Physical attack of a staff member	10 day suspension while an investigation is conducted. Possible suspension/expulsion after the completion of the investigation Possible arrest
Bomb Threats	Possible suspension/expulsion after completion of the investigation Possible arrest
Guns on school property	Expulsion/arrest
BUS CONDUCT	**DISCIPLINARY ACTIONS TO BE FOLLOWED**
Violations of bus conduct procedures (outlined above) When a student causes severe disruption or creates a situation in which he/she puts him/herself or other students in danger, bus riding privileges may be immediately suspended circumventing the actions outlined to the right.	1) 1x Referral to Principal Fellow and parent is called to discuss the matter 2) 2x Student will be suspended from riding the bus for 1 day. 3) 3x Student will be suspended from riding the bus for up to 5 days. 4) 4x Student will be suspended from riding the bus for the remainder of the semester/school year.

In addition (IC 20-33-8-15), a student may be suspended or expelled in unlawful activity on or off school grounds if:
(1)the unlawful activity may reasonably be considered to be an interference with school purposes or an educational; function; or
(2)the student's removal is necessary to restore order or protect persons on school property; including unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

* The Principal and/or Principal Fellow reserve the right to adjust the consequences on a case by case basis depending on the severity to which actions were committed.

** If a student has been suspended from school at least ten (10) days, the student and parent will participate in an expulsion meeting and could lead to expulsion through due process.

** Any student suspended from school is not allowed on school property until their suspension period is over. Any violation could lead to arrest for trespassing on school property.

At Fountain Square Academy we will strive to support positive student behavior. We will do this through School-Wide Positive Behavior Support. School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving
- Increasing positive interactions between staff and students

Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
    - Acknowledge students when they are "doing the right thing".
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, and strategies for acknowledgement.

School Goal:

Students at Fountain Square Academy will demonstrate BARK traits throughout the school day by following the four behavioral expectations.

Teacher & Staff Responsibilities:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the BARK expectations.
- Individual classroom management plans will incorporate the BARK components into their everyday language.

Acknowledgment System

- The acknowledgement system is a feature of the BARK behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate BARK behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- When you observe students practicing, safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
    - "You were a team player in the way you held the door open for your classmates."
    - "Thank you for being safe by following hallway procedures."
    - "I saw you being courageous today when you stopped a student from bullying another."

"BARK Buck"

- Each student has the ability to earn a BARK Buck daily. If a student displays appropriate behavior in conjunction with the teachers classroom management plan.
- Students can earn additional BARK Bucks by displaying BARK behaviors. Students can be acknowledged by all any adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

TRACKS Reward System / Prizes

- A BARK "shop" will be set up for students to purchase prizes with their BARK Bucks. Students will have time to purchase prizes during various time throughout the year.
- Spirit wear – Students may purchase spirit wear coupons with BARK Bucks.
- Grade levels may opt to organize their own monthly celebration to recognize "On Track" students.

Monthly "On Track Students"

- One to four students from each grade level will be recognized each month as On Track Students of the Month. On Track Students will be recognized with in a certificate and having their name on a recognition wall in the school. Other recognition may be provided as well.

Quarterly Celebrations

- 4 celebrations will be held throughout the school year. Students will use "BARK BUCKS" to purchase "extras" (activities, prizes, food) at these celebrations.

ATTACHMENT 37:

HEALTH AND SAFETY MEASURES

Attachment 37: Health and Safety Measures

Fountain Square Academy enjoys a long-standing relationship with Learning Well, an Indianapolis-based non-profit, that staffs a clinic through a grant from Fairbanks Foundation. This clinic is located within the building and includes a full-time nurse.

The Learning Well nurse, working with the principal, ensures that health requirements are met. The nurse works with the school to schedule examinations, institute health policies, and to make certain that staff members are equipped with the knowledge and equipment to handle the immediate needs of the students.

The Safety Plan included in section 47 enumerates the responsibilities of staff members when it comes to the safety of our students. The ultimate accountability for implementation resides with the school principal.

ATTACHMENT 38:

SCHOOL'S LEADERSHIP AND TEACHER EMPLOYMENT POLICIES

ATTATCHEMENT 38 – School's Leadership and Teacher Employment Policies

Attach a copy of the proposed school's personnel policies including at least the following information:

Fountain Square Academy
Teacher/Paraprofessional Agreement
2011-2012 School Year

Employee: _____
(Name)
_____
(Address)
_____

Position: _____

Teaching Staff Classifications (check one):

Certified: _____

Non-Certified: _____

Base Salary Rate:

$_____ Annual Rate

A. Teaching Staff Classifications:

Certified Staff: Will be responsible for implementing the curriculum, maintaining positive learning environment, coordinating with learning guides, maintaining current attainment level information, analyzing data, assigning additional studies to students not meeting or exceeding attainment, informing parents when there is academic or behavioral concern, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Teachers will also be responsible for recruiting students, ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the Principal. Licensed Teachers will also participate in the Mentor Teaching program, according to their academic level. Specifics for job performance are set forth in Attachment B.

Non-Certified Staff: This specialized educator will perform teaching duties as directed by Principal. Learning Guides are exempt from the licensing requirement, but must meet the standards of being "Highly Qualified" if the position requires.

B. Job Duties for all Teaching Staff:

All teaching staff will be required to work approximately a 40-hour week. Occasionally, after hours work may be required, with no additional reimbursement. Teaching staff may be assigned additional job-related duties, from time to time. Such additional duties shall not be the basis for additional compensation beyond the annual sum specified below, unless agreed upon by separate agreement. Teaching staff will also be required to assist with extra-curricular programs on a rotating basis.

All teaching staff will be responsible for student recruitment and retention. In addition to all duties outlined above, teaching staff will be responsible for an additional 20 hours per year devoted to student recruitment. (This requirement is reduced to 10 hours for teachers sponsoring and operating active clubs, sports, and other extra-curricular activities.) Responsibilities could include, but are not limited to, working in committees and teams to devise recruiting strategies, marketing, writing, attending community events, and any other activity that supports student recruitment. All hours shall be verified and signed off on by the principal, and shall be part of the basis of an employees' evaluation.

Initials:_____

C. COMPENSATION:

1. Wages are based on the annual salary rate as noted above and payable from the first day of work, in accordance with the Employee Handbook. Teaching Staff are paid earned wages based on 24 pay cycles per year. Summer wages will be prorated based on actual days worked. Teaching Staff are **not** paid a daily rate nor on a calendar day basis.

2. Additional compensation: Additional compensation may be offered for additional job duties outside of this agreement. Such additional duties and compensation must be documented in writing - including job duties, performance evaluation rubric, and additional salary – and signed by the employee, the principal, and the School Treasurer.

3. Additional Benefits are as outlined in Attachment A. Such benefits may be amended from time to time, upon the agreement of the parties. Such amendments shall be agreed to in writing, attached hereto, and incorporated by reference into this agreement.

D. OTHER PROVISIONS:

1. Conditional Employment

    1. Employee understands that their employment is conditional upon a successful criminal background check, including all applicable sex offender registries, but not including credit histories.
    2. By signature of this agreement, Employee gives his/her permission to the Employer to conduct a background check as described above.
    3. All required licensure and/or required documentation has been provided to the HR Manager.

2. Termination –
    1. At all times, if required in the descriptions above, Teacher is to hold a valid license issued by the Indiana Professional Standards Board, as appropriate. Revocation or loss of this license shall be considered grounds for immediate termination of this Agreement.
    2. This Agreement is valid for the 2011-2012 school year only, and may be reviewed and renewed with the agreement of the parties for the following year.
    3. Employee acknowledges and understands that notwithstanding any other provision of this Agreement, Employee's employment by Employer shall be "at will" and no guarantee of employment, either express or implied, is provided by this agreement or any other verbal or written commitment.

        1. While legally the Employer may terminate Teacher's employment at any time, without notice, without cause, and without further recourse by Employee, it is the Employer's policy that, in the event of failure of job performance, Employer will work with Employee to develop a Progressive Improvement Plan to help Employee, prior to any steps towards termination.
        2. Other grounds for termination may include, but are not limited to, revocation or other failure of licensure, unprofessional

behavior, behavior that endangers students or staff, continual failure to meet job expectations and/or any violation of the Employee Handbook.

4. Employee further understands that charter schools, by law, are exempt from the state requirement that employees must be notified by April 1 of the intentions of the Employer for retention and dismissal.

5. If the Employee intends to resign for any reason prior to the expiration of this Agreement, a two-week notice is preferred, but not required under this agreement.

3. No other conditions of employment, express or implied, shall be construed as part of this Agreement. Employee's signature represents his/her acknowledgment that this Agreement does not provide a right or guarantee to future employment.

4. Employee's signature represents that he/she has read, understands, and agrees to abide by all polices, rules, and directives in the Employee Handbook. Nothing herein shall be construed as limiting Employer's ability to amend or modify its policies, rules and directives at any time. In the event of a conflict between this Agreement and the Employee Handbook, this Agreement shall control.

5. Should any provision of this Agreement be struck by a court of competent jurisdiction, the remaining provisions shall be fully enforceable. This Agreement shall supersede and replace any prior Agreements, either oral or written, that may have existed between the parties hereto.

6. Terms of this Agreement (including Attachments) may be modified as agreed to in writing by the parties, as attached to this document, and incorporated by reference herein. Any contradictions in terms shall be construed to give effect to the most recent term.

7. No employee shall start work until all new hire paperwork is received and approved by the HR Manager.

8. This Agreement is executed in duplicate this _____ day of _____, 2011, and each party has a copy thereof.

Signed _____
(Employee)

Approved: _____
(Principal)

ATTACHMENT A: Schedule of Benefits
Teacher/Paraprofessional

1. Salary: Salary is as negotiated in the original Agreement, as attached.

2. Insurance –
   a. Life, Health, Dental, and Disability – Fountain Square Academy ("Employer") provide Life, Health, Dental and Disability insurance plans for the benefit of its full-time, employees. Employer pays 80% of an employee/only premium for Health and Dental. Employer pays 100% for a basic $20,000.00 Life Insurance Plan. Any premiums due above this amount will be the responsibility of the employee. Disability and additional Life Insurance is offered on a voluntary and employee/paid basis. All insurance premiums will be set up as a deduction from the employee's payroll.
   b. Insurance paperwork shall be completed by the employee and returned to the Human Resource Manger within 10 work days from the first day of employment.
   c. Benefits begin as of 30-days after the first day of employment.
   d. Employee is also eligible to participate in employer's Section 125 plan regarding pre-tax salary for medical expenses.
   e. Liability – Per Indiana state law, the Employer will carry liability insurance on the employee at no charge to the employee.

3. Retirement –
   a. While performing duties a teacher or paraprofessional for Employer, Employee shall be eligible to participate in Indiana's Teacher Retirement Fund Plan, Indiana's Public Employee's Retirement Fund Plan, as applicable.
   b. Employer will contribute matching funds in accordance with relevant state law.
   c. Notwithstanding any other provision in this agreement, Employer will comply with all provisions of the state retirement funds, as applicable, as required by law.

4. Sick/Personal Days
   a. Employees shall accrue sick and personal days in accordance with the school's policies as stated in the Employee Handbook.

PROFESSIONAL TEACHER – JOB DUTIES AND RESPONSIBILITIES

At Fountain Square Academy we strive for excellence in education at all levels. Our students deserve the very best that we can give them, and to that end, we have established job duties and responsibilities for Teachers that, when adhered to, will continue to foster excellence in education, create a positive and dynamic environment for both students and staff, and develop students who will excel in all levels of their formal education and beyond.

The following job duties and responsibilities for teachers form the foundation of our schools, and as such, shall be used in teacher evaluations, promotions, compensation determinations, and retention. We hope you will view them as a guide to excellence!

I. ACADEMICS

a. Teach to state standards.
b. Prepare students to pass appropriate grade level assessments on time (ISTEP, End of Course Assessments, etc.).
c. Strong use of individual student data to drive instruction, identify gaps in teaching or learning, and close those gaps as needed.
d. Develop student understanding and mastery of lesson objectives.
e. Analyze student data on at least a weekly basis to watch for students in academic danger, report to Principal immediately to formulate a plan of action for the student.
f. Create Objective-Driven Lesson Plans and Assessments including daily lesson plans in accordance with Principal's requirements.
g. Set Ambitious and Measurable Achievement Goals.
h. Develop Standards-Based Unit Plans and Assessments
i. Monitor student homework completion rates, providing additional assistance as necessary (meeting with parents, staying after school, promoting the student's attendance in all additional tutoring opportunities).
j. Coordination of relevant field trips.
k. Providing at least one additional enrichment opportunity for students at some time during the year (lead a club, additional project work, athletics, academic super bowl teams, etc.) as approved by Principal.
l. Especially for students not working on grade level, growing each child's educational abilities by 1.5 years in one year's time.
m. Think creatively on how to take your students to the next academic level with additional resources, programs, etc. Ask for help!
n. Engage students in academic content and check for understanding.
o. Identifies, selects, modifies instructional resources to meet the needs of students with varying background, learning styles, and special needs.

p. Is aware of students with IEPs, and the requirements of their educational plan. Works with special education team to meet IEP and academic goals.
q. Establish clear objectives for all lessons, units, and projects – communicates those objectives to students.
r. Teachers who lead "specials" such as art, music, or physical education should work with classroom teachers to support classroom topics.
s. For further clarification see: http://doe.in.gov/puttingstudentsfirst/documents/2011-03-15TeacherEffectivenessRubricDRAFT_000.pdf

II. DISCIPLINE

a. Maintain classroom culture of discipline, attentiveness, and respect.
b. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
c. Enforce calm, professional student demeanor in hallways, passing periods, lunch and recess, and school events.
d. Minimize the amount of referrals to Principal or Dean.

III. CULTURE

a. Maintain a school and classroom environment where students feel safe, supported, and inspired.
b. Showing support for school and school family outside of traditional academic hours by attendance at school events, including athletics, club or academic events, open houses, etc.
c. Promote the mission of the school – college, college, college – at all grade levels by showing college pride, displaying college flags, discussing, promoting, and encouraging college for all students. Promote college with both students and parents.
d. Maintain strong and cooperative relationships with parents by monthly phone or in-person conversations, letters home, monthly classroom newsletters to be posted on the website, contact with parents when attendance or academics are falling behind. (Teachers should keep a log of these contacts.)
e. Recruit and encourage parental volunteers.
f. Meet 100% of parent participation in parent/teacher conferences. Be available to meet during non-traditional times (weekends, evenings) if needed to meet this goal.
g. Return parent phone calls within 24 hours.
h. Learn about your school leadership – attend at least two board meetings per year.

i. Display pride in your school by maintaining a professional classroom, monitoring for trash in common areas and encouraging others to do the same.
j. Display pride in your students by displaying authentic student work on the walls and in school hallways. Update frequently.

IV. ENROLLMENT AND RETENTION

a. Support recruitment efforts of school by attending school open houses, personally recruiting students, speaking positively and enthusiastically about your school to others.
b. Retention rate in your classroom of 90% of your students (students who leave for personal reasons outside of your control such as moving do not count against this rate), as measured from official Count Day to the last day of state testing.

V. PROFESSIONALISM

a. Hold current licensure for subject/grade level hired.
b. Ensure safety and supervision of students at all time.
c. Professional dress – minimum of "business casual" at all times, no jeans or shorts. Dress shirts and/or ties recommended for men. Women's clothing should be of appropriate length and coverage (skirts worn no less than two inches above the knee; shirts high enough to the neck to prevent gaps or over-exposure).
d. Professional and supportive demeanor at all times – including staff meetings, meetings or contact with parents, student interactions.
e. Ask for help as needed in any area (professional development, analysis of data, classroom management), recognizing we are all here to support our students and that they deserve the best we can be.

Attachment C

ADDITIONAL COMPENSATED DUTIES

_____ (Employee Name) shall also have the following duties, which shall be in addition to the regular duties as assigned in the Work Agreement, with additional compensation as follows:

Position/Responsibility: _____

Dates/Times of Responsibility: _____
_____

Additional Compensation: $_____ per hour stipend other _____ (circle one)

Funding Source: _____ General Fund ____ Title I ____ Title II
_____ Other: _____

Notes:

1) Employee acknowledges that this compensation shall NOT be distributed automatically. Employee shall be required to turn in properly approved time sheets, or provide other written directive from the Principal before funds will be distributed.
2) Employee acknowledges that this compensation is separate from the annual compensation outlined in the Work Agreement, and as such, is paid separately. Payment for duties performed may take up to 30 days to process.
3) This Attachment C may be executed and added to the Employee's Work Agreement at any time, it does not need to be executed at the same time.
4) This Attachment MUST be properly signed BEFORE the additional duties take place, or Employee acknowledges that they may not receive compensation.
5) Employee may have more than one Additional Duties agreement.

This Attachment must be signed by all parties below to be valid.

_____ _____
Employee Principal

_____
Grants Manager or School Treasurer

ATTACHMENT 39:

POLICY REGARDING CRIMINAL HISTORIES

BALL STATE UNIVERSITY
OFFICE OF CHARTER SCHOOLS'
POLICY REGARDING
CRIMINAL HISTORIES

July 24, 2009

A. INTRODUCTION

By August 1 of the year in which the Charter School is scheduled to commence operations, the Organizer shall submit its proposed policy regarding criminal history checks for members of the Organizer's governing body, and for the Charter School's administrators, teachers, other staff, volunteers, contractors and employees of contractors providing services to the Charter School. The proposed policy shall be consistent with applicable law, the Charter, and with this Ball State University (the "University") Charter School Policy Regarding Criminal Histories. The proposed policy submitted by the Organizer shall contain the following provisions:

B. PROVISIONS REGARDING GOVERNING BODY OF ORGANIZER

1. The proposed policy shall provide that no member of the Organizer's governing body shall have been convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing.

2. The proposed policy shall provide that the Organizer will obtain, within sixty (60) days of the effective date of the execution of the Charter, an expanded criminal history check, as defined in I.C. 20-26-2-1.5, on each current member of the Organizer's governing body, after obtaining any necessary consent from the individual member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

   a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
   b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

3. The proposed policy shall provide that the Organizer will obtain, at least fourteen (14) days prior to the approval of any prospective new member of the Organizer's

governing body, an expanded criminal history check on the prospective new member, after obtaining any necessary consents from the prospective member. Any individual that has been convicted of any of the following acts shall be prohibited from serving on the Organizer's governing body, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction; or
b. The offense of theft, misappropriation of funds, embezzlement, misrepresentation, or fraud in any jurisdiction.

C. PROVISIONS REGARDING CHARTER SCHOOL ADMINISTRATORS, TEACHERS, OTHER STAFF, VOLUNTEERS, CONTRACTORS AND EMPLOYEES OF CONTRACTORS

1. The Organizer's proposed policy must also apply to each of the following individuals and entities:

a. any person employed or seeking employment with the Charter School;
b. any person employed or seeking employment with an entity with which the Charter School contracts for services;
c. any individual that is contracted, or who seeks to enter a contract, to provide services to the Charter School; and
d. any individual volunteering or seeking to volunteer with the Charter School,

if the individual is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.

2. The Organizer's proposed policy shall be consistent with I.C. 20-26-5-10 which is made applicable to charter schools by I.C. 20-24-8-5, and shall provide for the obtaining of an expanded criminal history check, as defined in I.C. 20-26-2-1.5, of the individuals identified in Section C.1 of this Policy in the manner and to the full extent provided for by I.C. 20-26-5-10. In this regard, consistent with I.C. 20-26-5-10, the proposed policy should provide for obtaining the expanded criminal history checks on individuals identified in Section C.1 of this Policy before or not later than three (3) months after the individual's association with the Charter School as either an employee, an employee of a contractor, an individual contractor, or a volunteer who is likely to have direct, ongoing contact with children within the scope of the individual's employment, or within the scope of performing under a contract providing services to the Charter School.

3. The Organizer's proposed policy must provide that any individual subject to the proposed policy that has been convicted of any of the following acts shall be prohibited from employment with the Charter School or with an entity contracting with the Charter School to provide services, or from contracting individually with the Charter School to provide services, unless the Director of the Office of Charter Schools expressly waives such prohibition in writing:

a. Any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

4. The Organizer's proposed policy must provide that any individual subject to the proposed policy may be required at the time the individual applies for employment or seeks to contract with the Charter School to answer questions concerning the individual's criminal history. The proposed policy must further provide that the failure to answer honestly questions asked about the individual's expanded criminal history will constitute grounds for the termination of the individual's employment or contract.

5. Consistent with I.C. 20-26-5-11(c), the Organizer's proposed policy must provide that any individual subject to the proposed policy shall notify a designated position with the Charter School in the event the individual is, during the course of the individual's employment or performance of a contract, convicted of any offense set forth in I.C. 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction.

6. The Organizer's proposed policy must provide that any individual subject to the proposed policy may not be required by the Charter School to obtain an expanded criminal history check more than one (1) time during a (5) year period.

D. PROVISIONS REGARDING RESULTS OF CRIMINAL HISTORY CHECKS

1. The Organizer's proposed policy must provide that the results of criminal history checks must be submitted to the Office of Charter Schools upon written request of the Director of the Office of Charter Schools. In this regard, the Ball State University Office of Charter Schools shall be identified in the consent provided by the individual subject to the proposed policy as an authorized party to receive a copy of the results of the expanded criminal history check, or of any subsequently reported conviction as required by I.C. 20-26-5-11(c).

2. The Organizer's proposed policy must provide that the results of the expanded criminal history checks will be used in accordance with I.C. 10-13-3-29.

ATTACHMENT 41:
COMPLAINT POLICY

Attachment 41: Complaint Policy

Overview

Conflicts and disagreements between charter school stakeholders happen. The objective of the school's policy regarding complaints from individuals or groups is to resolve conflicts quickly at the appropriate level of responsibility before they become something larger.

Informal Resolution Process

Individual student or classroom issues should always first be addressed to the classroom teachers. If resolution is not met satisfactorily or if the issue is a school-wide problem, the issue can be raised with the school administrators. If the issue is still not resolved, the Board of Directors may be contacted individually or during a regular Board of Directors meeting. Not that the best practice for bringing a complaint to the Board is to provide information in advance of their meeting so that they can properly prepare for addressing the issue. However, not all issues are appropriate for resolution in a public forum, and the Board may choose another avenue to address individual issues if needed. Finally, the school's authorizer has a process for receiving complaints once the issue has been heard and unsatisfactorily addressed by the school.

Formal Process for Potential Violations of the School's Charter or Applicable Law

Parents and other individuals who believe that a charter school has violated a term of its charter or applicable law may complain formally to the school's Board of Directors and seek relief. Before using this formal complaint process, it is very important to positively that the complaint does involve a potential violation of charter or law. If it does note, this formal process is not the appropriate avenue to seek a solution to the problem, instead the school would recommend using the informal process described above.

ATTACHMENT 42:

POLICY REGARDING SPECIAL EDUCATION

Attachment 42: Policy Regarding Special Education

The Special Education department does not have a formal manual, but rather uses Indiana's Article 7 as the foundation of service delivery and legal compliance, supported by numerous resources that the team can pull from as needed.

The school will also follow Ball State's Office of Charter Schools; "Guidance for Special Education Programs".

Resources include, but not limited to:

1. Article 7 (Revised)- Indiana's special education laws and guidelines
2. Navigating the Course: Finding your way through Indiana's Special Education Rules, July 2009- a simplified version of Article 7 to share with parents and staff
3. Indiana "Response to Instruction" manual
4. Indiana Center for Accessible Resources
5. Indiana Department of Education: Learning Connection
6. http://www.doe.in.gov/assessment/iread_resources.html
7. http://glossary.plasmalink.com/glossary.html (strategies)

IEP resources/forms/guidelines

1. Special Education Timelines
2. Special Ed.- most commonly used rules
3. Acronyms
4. Inclusion guidelines
5. Functional Behavioral Analysis
6. ABC chart
7. Behavioral Observation forms
8. SLD Observation forms
9. Behavior Intervention Plan
10. RTI process and forms
11. Disability identification guidelines, for each disability
12. Inclusion Policy
13. Goal Writing Policy
14. Evaluation Policy
15. Transition Policy
16. Transition Survey

Guidance for Special Education Programs

A charter school must assure that:

1. FREE APPROPRIATE PUBLIC EDUCATION

A free appropriate public education shall be available to all children with exceptionalities attending this school, including children with disabilities who have been suspended or expelled from school.

A free appropriate public education be available to any child with an exceptionality who needs special education and related services, even though the child is advancing from grade to grade.

2. PROCEDURAL SAFEGAURDS

Any child with an exceptionality and his/her parent(s) [or guardian(s)] be provided with safeguards, as required by law, at least one time per year, and upon referral for an evaluation, first request for due process hearing, disciplinary removal which is a change in placement or upon parent request.

3. EVALUATION/REEVALUATION

An evaluation and/or reevaluation for each child with an exceptionality shall be provided in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. This includes a review of existing data, evaluations and information provided by the parents and current classroom-based, local, or state assessments, and classroom observations. These assessments must be used for their validated purposes. This charter school must assure that an evaluation/reevaluation is multidisciplinary; and 1) assessment materials and procedures are not racially or culturally discriminatory; 2) assessments are administered by trained personnel qualified in accordance with all federal regulations and state standards; and 3) assessments are administered in conformance [[compliance]] with the instructions provided by the producer.

4. INDIVIDUALIZED EDUCATION PROGRAM

An individualized education program (IEP) shall be developed for each child with an exceptionality who needs special education. The IEP shall be designed to meet the unique needs of the child and shall be developed in a meeting of the Case Conference Committee (CCC), as set forth in state special education rules. The IEP shall be reviewed and revised as often as necessary, but at least annually.

5. REQUIREMENTS THAT PROGRAMS BE IN EFFECT

For students who transfer into the school from another Indiana district during the school year, the charter school shall provide a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents until such time as the school adopts or develops an IEP that is consistent with state and federal law. Students transferring from districts outside the state will be afforded comparable IEP services until the school conducts an evaluation and, if determined necessary by the school, develops a new IEP.

6. LEAST RESTRICTIVE ENVIRONMENT

Children with disabilities shall be educated in the least restrictive environment; special education services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, shall be educated with children who do not have disabilities; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

7. CONFIDENTIALITY

The confidentiality of personally identifiable data relating to children with exceptionalities and their families shall be protected during collection, storage, disclosure, and destruction; and that one official of this charter school shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This school must follow all federal regulations and state standards related to the confidentiality of student records.

8. DUE PROCESS

It utilizes procedures that allow for differences of opinion between parents and this school or between agencies and this school, to be aired and resolved. These procedures shall provide for utilization of mediation; filing of a formal complaint with the State; initiation of impartial due process hearings, including resolution meetings as required; and state-level appeals and appeals to the courts that involve any proposal or refusal by this school to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to a child.

9. EDUCATIONAL SURROGATE PARENT

Whenever the parents or guardian(s) of a child with an exceptionality are not known or cannot be located, the school shall be responsible for identifying, training, and appointing an educational surrogate parent, so that the child's rights are protected. This individual shall not be an employee of the Indiana Department of Education (IDOE) or the charter school.

10. STATEWIDE AND DISTRICTWIDE ASSESSMENTS

Students with disabilities shall participate in district-wide and statewide assessment programs or be provided an alternate assessment. The CCC of the student shall make the determination of which assessments are appropriate. The school shall make available to the public and report to the public with the same frequency and in the same detail as it reports on the district-wide assessments of non-disabled children.

11. PERSONNEL STANDARDS

All personnel providing special education and related services to children with exceptionalities, including paraeducators, meet the standards set by the Indiana Department of Education.

12. PROHIBITION OF MANDATORY MEDICATION

Parents will not be required to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C.812 (c)) for a child as a condition of attending school, receiving an evaluation, or receiving services under IDEA.

13. USE OF FUNDS

Federal special education funds must be expended in accordance with Individuals with Disabilities Education Improvement Act (IDEA). Funds must be used only to pay the excess costs of providing special education and related services to children with disabilities, and must be used to supplement state, local, and other federal funds and not to supplant those funds.

14. INFORMATION REPORTING

It will provide IDOE with information necessary to enable IDOE to carry out its duties under Part B of IDEA. All information provided to IDOE shall be accurate.

15. CLASS SIZE AND CASELOAD

It will have a procedure in place for determining an appropriate class size and caseload that will ensure the provision of a free appropriate public education for each child with an exceptionality.

16. PUBLIC REVIEW

All federal grant applications shall be available to the public for review upon request.

17. HEARING PROCEDURES FOR NON-COMPLIANCE

It has the opportunity to request a hearing if the State educational agency finds areas of noncompliance and consequently disapproves a federal grant application and receipt of federal funds. The hearing procedures will be conducted according to Education Department General Administrative Regulations (EDGAR), 34 CFR 76.401 which are available at http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part76a.html.

18. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY STANDARD – NIMAS

It shall adopt the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities.

19. NATIONAL INSTRUCTIONAL MATERIALS ACCESSIBILITY CENTER – NIMA

It shall coordinate with the National Instructional Materials Access Center. As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, each charter school shall:

1) require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or

2) purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats, 20 U.S.C. 1412(a)(23)(C).

ATTACHMENT 43:

PARENTAL ACCESS TO EDUCATION RECORDS

ATTACHMENT 43: Parental Access to Educational Records

Overview

During a student's school career, the school is required by law to collect and record data concerning the student. The school recognizes that the collection, maintenance, and limited dissemination of such data is essential for accomplishing student purposes. However, the school system desires to preserve to the extent possible the rights of privacy to the students and parents and to afford students and their parents the right to correct inaccurate information contained in the records. Therefore, this policy is designed to protect the students and their parents and the school and also to comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (known as "FERPA") and the Individuals with Disabilities Education Act (known as "IDEA"). Both FERPA and IDEA apply to charter schools and district public schools as well. FERPA covers all education records of students enrolled in a charter school; the confidentiality provisions of IDEA mainly concern a subset of education records of students with disabilities.

Custodian of Records and Standard Procedures

The principal (or designee) is designated the Custodian of Records to oversee compliance with FERPA and the confidentiality provisions of the IDEA and granted exclusive authority to handle requests and to consult as needed with the school's attorney. Access to student records will be controlled by requiring a written request to review records by everyone (Parent, Student, Staff Member, third parties). The written requests are not meant to hinder the timely review of documents, but act as an accounting mechanism for tracking access. Parental review may be immediate but must occur within 45 days or in time for a due process hearing whichever is shorter. The Custodian of Records must check that individuals who identify themselves as parents or guardians in fact carry such status by verifying current enrollment data. Indiana Code IC 20-33-7 provides that custodial and noncustodial parents have equal access to a child's educational records unless a court has issued an order that limits the noncustodial parent's access to the child's education records; and the school has received a copy of the court order or has actual knowledge of the court order.

Review by Parents and Eligible Students

Parents and eligible students (18 years of age) may review their present and past school records. Upon request to the principal, arrangements will be made for parents or eligible students to review and discuss their educational records. The principal (or designee) will be present during the review to answer questions and interpret data. If a parent or eligible student questions the validity of any educational record, the person may ask for a meeting with the principal (or designee) to discuss the correction. If the conference with the principal (or designee) does not meet with the satisfaction of the parent or eligible student, the person may request a further hearing into the matter.

Review by Staff

In the course of conducting school business, certain school employees may need to review confidential records. All staff members who may review such records must first sign a confidentiality agreement and log their written request to review records with the school's Custodian of Records.

Review by others

In some cases, individuals who are not parents, students or staff members may request access to a student's records. In most cases, these are representatives hired by the parents for a specific purpose. Prior to granting access to the records, the Custodian of Records will require parental consent to release records to the individual. Indiana Code IC 20-33-7 also provides exceptions to this consent rule by certain members of the juvenile justice system but requests under this code will still be in writing as well as controlled and logged by the Custodian of Records.

FORM 1
REQUEST TO REVIEW RECORDS

Please note that unless otherwise provided by law, access to student education records will o ly be granted upon receipt of the written permission of a student's parent or legal guardian.

To be completed by requestor

Date of request: _____

Name of student and/or ID number: _____

Name of requestor: _____

Requestor's affiliation or relationship to student: _____

Reason for request: _____
_____
_____
_____

Description of records requested to be reviewed: _____
_____
_____
_____

I hereby agree to keep the information disclosed to me confidential according to all applicable laws and regulations.

Signature: _____ Date: _____

Print Name: _____

To be completed by school personnel

Status of request: Approved Denied

Reason for approval or denial: _____
_____
_____

School official approving/denying request: _____ (Print Name)

_____ (Signature)

_____ (Date)

Materials reviewed: _____
_____
_____

Were copies of materials provided? Yes No

Is this a request by a parent/legal guardian? Yes No

If yes, records must be provided within 45 days of the request.

Are these records being requested by a parent/legal guardian or authorized representative in connection with a pending Committee on Special Education meeting or Due Process Hearing?

Yes No

If yes, please indicate the date of the meeting/hearing [_____] and note that the records must be provided prior to the meeting/hearing.

FORM 2

CONFIDENTIALITY POLICY FOR SCHOOL EMPLOYEES

School Employees are required to preserve the confidentiality of any and all records containing personally identifiable information. Student (and Staff) records may be confidential by virtue of the Family Educational Rights and Privacy Act, the Individuals with Disabilities in Education Act, state privacy laws and other laws and regulations. School Employees may not disclose personally identifiable information about school students or employees unless they are certain that such disclosure is permitted by law.

If in doubt about either the confidentiality of any record or the legality of disclosing information (including to other personnel within the school), School Employees should consult with their supervisor (who in turn may consult with the school's counsel) before disclosing any student or employee information.

I HAVE RECEIVED AND READ A COPY OF THE ABOVE POLICY

Print Name: _____

Signature: _____

Position: _____

Date: _____

FORM 3

[School Letterhead]
[Date]
Inside Address

Re: Consent For Release of Student Information

Dear ***[Name]***:

Pursuant to the Family Educational Rights and Privacy Act, a school cannot release the education records of a student without the prior written consent of the adult student or the minor student's parent/legal guardian (except in certain very specific circumstances not applicable here).

We are therefore writing to let you know that a request was made by **[name of requestor]** *on* **[date request was made]** *to view the following records of* **[name of student]: [List of records requested]**. *The* **[name of requestor]** *has stated that the reason for this request is* **[reason for request to review records]**.

If you consent to the release of these records, please so indicate by filling out the permission slip below and returning it to the school. Please note that you are under no obligation to provide your permission. If you have any questions about this matter, please contact **[name of contact person]** *at* **[phone number of school]**.

Thank you for your attention to this matter.

Sincerely,

[Name and title of school official]

I hereby grant permission for the release of the records indicated above to the person/ organization indicated above.

Print Name: _____ Date: _____

Signature: _____

____ I request copies of the released records also be sent to me.

FORM 4

[School Letterhead]
TO: Parents/Guardians of children enrolled in ***[name of charter school]***
FROM: ***[Staff member in charge of student records]***
DATE: ***[Date of Memo]***
RE: Notice of Intent to Disclose Student Directory Information

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Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, adult students and the parents/legal guardians of minor students may request that a school refrain from publishing directory information regarding the student. Directory information, includes but is not limited to name, class, date of birth and home address. If a school provides notice that it intends to publish directory information, it may do so if no written objection is filed with the school after a reasonable period of time after notice is provided.

You are hereby notified that the school intends to publish the directory information indicated on the attached form. If you object to the publication of some or all of this information, please use the attached form to indicate your objection. For those items that you object to being published, please put a checkmark in the space to the right of those items and than return the form to the school office no later than ***[date on which form is due]***. Please also be sure to fill out the information at the bottom of the attached form (student's name, your name, the date and your signature). Please note that if you do not return the attached form to the school by ***[date on which form is due]***, we will assume that you have no objection to the publication of this information.

Thank you for your attention to this matter. If you have any questions, please contact ***[name of designated staff member]*** at ***[school's phone number]***. Directory information to be published by ***[name of school]*** ***[school year]***

Name _____
Date of Birth/Age _____
Address _____
Telephone Number _____
E-Mail Address _____
Photograph _____
Grade _____
Height and/or Weight[1] _____
Academic Honors _____
Participation in Extra-Curricular Activities _____
Previous school attended _____
Dates of attendance _____
Student's Name: _____
Print Your Name: _____
Signature: _____
Date: _____

[•] If you have no objection to the publication of the below information regarding your child, you need not complete this form. [1] This information will be published for members of athletic teams only.

FORM 5

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.] *This page last modified April 14, 2000 by sf*

FORM 6
RECORD OF ACCESS

Student's Name and/or ID Number:

_____

Office Where Record Is Maintained:

_____

Date	Name of Person Requesting Access to Record	Title of Person Requesting Access to Record	Description of Information Disclosed	Purpose for Which Requestor Is Authorized to Use Records (Legitimate Interest)	Names of Parties to Whom Receiving Party May Disclose the Record	Disclosed by: (name) (title) (signature

ATTACHMENT 44:

DISSOLUTION PROCEDURES POLICY

Attachment 44: Dissolution Procedures Policy

DISTRIBUTION OF ASSETS ON DISSOLUTION

(Article IV: Fountain Square Academy Article of Incorporation)

ARTICLE IV: Distribution of Assets on Revocation/Dissolution

If the Sponsor revokes the charter before the end of the term for which it is granted, or does not renew the charter with another Sponsor, or the charter is otherwise terminated before the end of the terms for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Third, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ATTACHMENT 45:

POLICY PATRIOTIC COMMEMORATIVE OBSERVANCES

ATTACHMENT 45: Policy Patriotic Commemorative Observances

Pursuant to IC 20-30-3, the school shall appropriately observe the commemorations designated in IC 1-1-9 through IC 1-1-11 which include:

- New Year's Day, January 1.
- Martin Luther King, Jr.'s Birthday, the third Monday in January.
- Abraham Lincoln's Birthday, February 12.
- George Washington's Birthday, the third Monday in February.
- Good Friday, a movable feast day.
- Primary Election Day, the first Tuesday following the first Monday in May
- Memorial Day, the last Monday in May.
- Flag Day, June 14
- Independence Day, July 4.
- Labor Day, the first Monday in September.
- Columbus Day, the second Monday in October.
- General Election Day, the first Tuesday following the first Monday in November.
- Veterans Day, November 11.
- Thanksgiving Day, the fourth Thursday in November.
- Indiana Day, December 11
- Christmas Day, December 25.

ATTACHMENT 46:

POLICY PERSONAL FINANCIAL RESPONSIBILITY INSTRUCTION

Attachment 46: Policy Regarding Personal Financial Responsibility Instruction

Personal financial literacy instruction at Fountain Square Academy is imbedded within the mathematics, social studies, and literacy curriculum and instruction. In each of these subject areas, students participate in activities and discussion lending itself to student mastery of Indiana's academic standards for financial literacy education. Activities and discussions are organized around the six areas of study outlined in the Financial Literacy Education Standards Framework.

In addition to these imbedded learning opportunities, the school uses curriculum from Dave Ramsey's "Foundations in Personal Finance" for high school. This curriculum is taught to all 11^{th} and 12^{th} grade students, and is a turn-key curriculum designed to provide students with sound financial principles that will guide them into adulthood. This course meets benchmarks and standards in all 50 states, as well as the national standards suggested by the Jump$tart Coalition for Personal Financial Literacy.

ATTACHMENT 48:
DRESS CODE POLICY

Attachment 48: Dress Code Policy

The dress code policy at Fountain Square Academy has been designed to provide a uniform atmosphere that encourages learning by removing unnecessary distractions. Each family that accepts enrollment in the school also accepts the dress code as mandatory. If there is a change in dress code for a field trip or special event, parents will be notified of the change prior to the day of the event. Otherwise, the dress code policy must be followed at all times.

We rely on our parents to help reinforce these expectations. It is the parents' responsibility to guide their children towards cleanliness, neatness, and modesty. It is expected that students will come to school with clean garments that are in good repair. Holes are not allowed. To prevent any misunderstanding and ensure conformity, the following guidelines must be followed. Items may be purchased from any vendor as long as they meet the specific guidelines below.

Uniform shirts will consist of the school logo, and purchased through the designated vendor.

- Shirts – purple or black, long and short sleeved polos, with logo; logo sweatshirts
- Pants (males and females) – Black
- Skirts (females) – Black, below the knee
- Shorts may be worn, of appropriate length
- IvyTech students are expected to wear uniform attire to their college courses
- NO embellishments of any kind on parts or skirts
- Socks and shoes should be solid color, white or black.
- Students may wear long sleeved shirts under short-sleeved polos, but they must be white.
- Jackets may NOT be worn during class. Logo sweatshirts will be available.
- Jewelry must be kept to a minimum, and only gold or silver; earrings a quarter or smaller
- Pants, skirts, and shorts with belt loops must be accompanied with a simple, black belt.

Tattoos (including temporary) and body piercings other than earrings should not be visible.

When on school property, during school and after-school activities, it is expected that the above guidelines for dress code be followed unless otherwise indicated.

ATTACHMENT 49:

STUDENT AND PARENT HANDBOOK

Attachment 49: Student & Parent Handbook

Upon approval of this application, Fountain Square Academy will revise its existing handbook to reflect all of the policies contained herein.

ATTACHMENT 50:

TRANSPORTATION PLAN AND POLICY

Attachment 50: Transportation Plan and Policy

Fountain Square Academy uses a variety of transportation methods to assist students in getting to our school building. In addition to bus service, we also assist families with carpooling, public transportation and walking "teams" where neighborhood students who walk to our school are encouraged to walk together.

Special education students are afforded the same access to transportation as their non-disabled peers, with additional specific accommodations made where appropriate in accordance with their IEP as established by their case conference committee.

ATTACHMENT 51:

FOOD SERVICES PLAN AND POLICY

Attachment 51: Food Services Plan and Policy

The school will participate in the Federal Free and Reduced Lunch Program. Both breakfast and lunch will be provided through an outsourced vendor who will be required to develop a nutritious menu that meets all Federal requirements.

Students will pay for lunch using their meal account. Families will need to establish and maintain a positive account balance which can be paid through an online program found on our homepage on our school's website. If they do not have a computer, the family is welcome to come to the school and use ours. Children enrolled in the Federal Lunch program will pay in the same manner.

The school's Wellness Committee is a subgroup of the School Improvement Team at Fountain Square Academy. This group of parents, teachers, community members and administrators work to:

- Develop school goals for nutrition education, physical activity, and other school based activities designed to promote student wellness.
- Discuss nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
- Support the principal in operational responsibility for ensuring that the school meets its established wellness policy.
- Involve parents, students, representatives of the school food service provider, the school board, school administrators, and other stakeholders in the development of the wellness policy.

ATTACHMENT 52:

SCHOOL PROMOTION POLICY

Attachment 52: School Promotion Policy

It shall be the goal of the school to help students grow at their fastest rate to achieve the highest level of learning possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities and beyond. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, emotionally, and where they can work and learn most effectively.

Progress to grade levels is not determined by the calendar, but is based on student progress and work with mastering skills. For example, a student could complete two years of math in 16 months. No calendar of grade level roadblocks will exist. A student that needs more time to progress will be given that time. The grade level that a child is in for any subject will meet the Indiana Grade Level. No child should ever feel ashamed in school because they don't know something, and no child should ever have to wait to learn the next thing they don't know.

ATTACHMENT 53:

DETAILED SCHOOL START-UP PLAN

Attachment 53: Detailed School Start-up Plan

Fountain Square Academy is an existing charter school that will not requires a start-up plan beyond board approval of Ball State required policies prior to opening.

ATTACHMENT 55:

ADDITIONAL AUDIT INFORMATION

Evaluation of the Indianapolis Mayor Sponsored Charter Schools

Fountain Square Academy Spring Site Visit

2009-2010

Anne-Maree Ruddy, Ph.D.
Research Associate

Mitchell Farmer, MPA

Graduate Research Assistant

CENTER FOR EVALUATION & EDUCATION POLICY

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1900 West Tenth Street

Jonathan A. Plucker, Ph.D.

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Bloomington, Indiana 47406

Director

Fax: 812-856-5890


INDIANA UNIVERSITY
SCHOOL OF EDUCATION

Introduction

On February 19, 2010, three site visitors conducted the 2009-2010 year review of Fountain Square Academy (FSA). This report represents an evaluation of performance in each of the standards and indicators that are the responsibility of CEEP to evaluate. These indicators: 2.3, 2.5, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 are outlined in the Performance Framework.

The Site Team engaged in a number of evidence-collecting activities. The focus of this site visit was to gauge perceptions of key stakeholders at the school in relation to the areas of the performance framework that are part of the evaluation. The team conducted focus group discussions with students, staff, special education instructor(s), and parents, as well as interviews with the school administration and board members.

A classroom observation team spent just under 8 hours (470 minutes) observing 14 classrooms, 176 students, and 16 teachers. On average, each observation lasted 33.6 minutes and the observed student to teacher ratio was 11:1.Please see Appendix A: Fountain Square Academy Classroom Observation Summary for a detailed analysis of the observations conducted.

In the following report, standards and indicators are listed with relevant evidence given related to the performance criteria. Following the discussion of each indicator, a summary of strengths and areas for attention are provided for the core question.

Standard Two: Is the organization effective and well-run?

2.3 Is the school's board active and competent in its oversight?

The Fountain Square Academy Board has an adequate number of Board members according to its Bylaws. The Board is currently comprised of ten (10) members. The school's bylaws (Section 1.2) call for a minimum of three (3) and a maximum of fifteen (15) members. The board is diverse in its composition and expertise, including the areas of management, marketing, technology consultancy, as well as a research director, director of safety, parent/private art instructor, mathematics professor, youth development educator. Four of the current ten board members have served on traditional public school boards, bringing board management experience and knowledge to the FSA Board of Directors.

The Board has various committees and subcommittees including: financial, academic development, and a facilities committee. Board meetings reflect thoughtful consideration of issues and the minutes reflect a range of issues including the school's fiscal health, tutoring, graduation rates, college courses and other school specific goals. With the exception of one meeting, all meetings had over a seventy percent (70%) participation rate. Quorum requirements have been met in each of the last seven (7) meetings.

Site team members interviewed Board members, as well as reviewed board members biographies, and recent Board meeting minutes. Please see Appendix B: Board Questionnaire.

Areas of Strength: Since the Fourth Year Review was conducted, the FSA Board has stabilized. There has been no turnover in one year. Some board members are visible and active in the school and have helped secure grants and resources. The board provides oversight of the school including annual evaluation of the school leader.

Recommendations: Few staff desired more site-based input in decisions as opposed to decisions being handed down from the board. The board can facilitate more buy-in from the staff if staff is involved in the decisions of the school. Additionally, while teachers and staff members were familiar with a few board members, many teachers had not seen more than one or two board members in the school this year. Board members should continue efforts to be visible and active in the school.

The website lists a parent on the Board of Directors but none of the minutes for the last 8 months report attendance by Tracey Buckingham (parent listed on website). Buckingham is also not listed as absent on any of the minutes in the past 8 months. It appears there is no parent on the board currently and the website is out of date. Since the Board of Directors governs both Fountain Square Academy and Fall Creek Academy, strong efforts should be made to have parent representation on the board from both schools.

The focus group of board members related that the board met monthly, alternating between the two schools that it serves.

2.5 Is the school administration strong in its academic and organizational leadership?

Within the first four years of operation leadership turnover at FCA was exceptionally high, but the school's current administration has been consistent since January 2009. The school appears to have stabilized in the past year which is having a positive impact on the environment.

The school has a principal who oversees the overall operation of the school, an assistant principal who manages student personnel issues, and two instructional leaders, one of whom serves as curriculum coordinator. Roles appear to be very well defined amongst the school administration. Stakeholders note that the administration has made several changes which have positively enhanced the learning environment. These changes include: replacement of the A+ curriculum, introduction of Saturday school and after-school tutoring to help struggling students, addition of two additional teacher-leaders, and reorganization the school staff. The school leader has a valid Indiana Principal certificate.

The principal is highly regarded by all stakeholders. Other school leaders credit the principal with creating a strong vision for Fountain Square Academy. Teacher leaders believe she "is responsible for stabilizing the school. She has won the respect and trust of teachers. She has empowered teachers and she is extremely supportive of teachers." Teachers report that communication is much improved because they can bring up any issues and the team leaders take it to the principal. Teachers commend the "open, transparent, communication" that is trademark in this administration. Parents report that the principal "can be Mom to the students, but she enforces the rules too."

Areas of strength: The school leader received exceptionally high praise from a variety of stakeholders. All focus groups report strong collegiality among staff, which is inspired in part by admiration of, and loyalty to, the school leader.

Recommendations: School leader should begin to systematize processes in order to sustain, document, and refine policies to further the school wide development.

Standard Three: Is the school meeting its operations and access obligations?

3.4 Is the school properly maintaining special education files for its special needs students?

Site team members interviewed members of the Special Education staff, including the new director of special education. The school has two certified special education teachers to serve the needs of its current 27 students with special needs. Focus group evidence supports a judgment of meets standard, the findings from this question will be determined as a result of a special education audit if required by the Mayor's office.

3.5 Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?

FSA does not have a significant ESL population. At present there are currently no ESL students enrolled. The principal was encouraged to investigate why there are currently no ESL students at the school which is in a neighborhood heavily populated by Hispanics. Also, the school should investigate why the ESL population has diminished from 24 in 2007 to zero in 2008 and 2009.

Standard Four: Is the school providing the appropriate conditions for success?

4.1 Does the school have a high-quality curriculum and supporting materials for each grade?

During focus group interviews, teachers commented that they receive adequate feedback from the instructional leader and administrators about their instructional practices. Teachers expressed satisfaction with the autonomy they have in delivering curriculum and noted they have ample resources to deliver the curriculum effectively.

GEO employs a "Data Interpreter" to disseminate the data from the NWEA, ISTEP, and Acuity tests. Teachers report that they regularly receive data disseminated according to the mastery of state standards, by individual students. The school has also produced the Walk-Through Observation Form that is used to gather classroom data and provide feedback.

The Curriculum Director, who is widely praised by all staff and who has exerted much effort to transition the school to state standards based, data-driven, curriculum, said there was a school pacing guide during interviews. However, when asked to produce the document, she brought in grade level textbooks and directed the team to the pacing chart in each one of them. The team was told there was to be a project this summer to create a school wide pacing guide and curriculum map. Reportedly, the director did lead a research-based, inclusive process to select textbooks at each grade level that aligned with state standards.

Areas of Strength: The school has reformulated its curriculum and eliminated the A+ curriculum. Many teachers praised the Curriculum Director and reported that she was readily available and helped them on a regular basis, with any curriculum needs.

Recommendations: The school should produce an explicit curriculum framework that illustrates articulation across grade levels. The school needs to develop a pacing guide for all students and all levels. The site team did not find sufficient evidence to indicate a sequence of grade levels and course content areas that prioritized and focuses on the core learning objectives.

4.2 Are the teaching processes (pedagogies) consistent with the school's mission?

Teacher leaders report that curriculum is aligned with power standards. Teacher leaders report that professional development focused on research-based best practices is readily available to teachers. Teacher leaders and the school principal affirm that teachers regularly reflect on teaching pedagogies in formal Pedagogy Reflection papers.

Teachers report that they receive adequate feedback from the instructional leader and administrators about their instructional practices. Classroom observation data illustrate that teachers employed a variety of strategies to deliver the curriculum. Classroom observation data indicate that 64.3% of teachers utilize instructional strategies that address multiple learning styles. Honors classes are not offered to high school students.

The three indicators that the team judged as deficient include: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge.

Areas of Strength: Many teachers praised the Curriculum Director and reported that she was readily available and helped them on a regular basis, with any curriculum needs.

Recommendations: Consider professional development to create rigor in the curriculum. Classroom observation summaries confirm that only 35.7% of classrooms provided challenging content to students. The school should ensure that the lessons provide sufficient rigor and challenge. The school relies solely on students taking classes at Ivy Tech as the standard of rigor for high school students. Adding rigor to the curriculum could improve student achievement at FSA. Also, the school should develop a written report/evaluation of Teacher Pedagogies Presentations that can be given to teachers and kept on file at the school.

4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?

One of the core aspects of the FSA mission is to prepare students for college. The school offers an elective course to help prepare students for college. The school provides financial support for students to take college courses. While FSA is on track to meet this standard, the site team concluded that a lack of rigor in the coursework presents a significant concern. Additionally, according to the Indiana Department of Education, FSA's graduation rate was 14% for the 08/09 school year. This is not a good indicator that the school is realizing its mission of "All Roads Lead to College."

FSA has partnered with Ivy Tech to offer dual credit as well as college credit for its students. All students are expected to take the Ivy Tech proficiency Exam (COMPASS). Five (5) of twenty-one (21) students have successfully passed the COMPASS Exam. Eleven (11) students are currently enrolled in dual-credit courses. Students are also expected to take the PSAT exam. Twelve (12) students are currently registered or have taken the SAT this academic year.

FSA is in the process of implementing the College Summit Program this year, which should provide extra support and resources for students from low socio-economic demographics, to enable them to attend college or other post-secondary options. The school has been encouraging students to complete a 21st Century Scholars application. Sixty-three (63) of the school's two hundred and seventy two (272) students have submitted 21st Century Scholars Applications to date.

Many FSA parents have not attended college, which means they are not educated and informed about the process, preparation or requirements, of attending college and as such, are not able to support their children in this process. Parents in the Parent Focus Groups (parents of 5^{th} – 10^{th} grade students) said they had not been given any information from FSA about college at this point. If having students attend college is truly the mission of the school, parent information and education regarding post secondary options needs to be strongly considered and supported at early grade levels.

FSA recently partnered with Garfield Park to provide extra-curricular options to students. The school now offers drama club, speech team, basketball, track, cheerleading, and after-school tutoring to its students.

Areas of Strength: All students are expected to take the Ivy Tech proficiency Exam (COMPASS), and PSAT. The school leader notes that the school adheres to all Indiana Core 40 Requirements.

Recommendations: FSA should consider adding a trained counselor to advise students and support the mission that "All roads lead to college". The College Summit program will provide additional support, but for students from disadvantaged families, much more support is needed to reach this goal.

The school should consider developing Advanced Placement courses, internships, and challenging independent study projects to prepare students for rigorous post-secondary opportunities.

FSA should consider adding more extracurricular activities. A sports program and an after school math program have been added, but parents indicated they would like to see more extracurricular activities built around academic interests, such as a school newspaper or a chess club.

4.4 Does the school effectively use learning standards and assessments to inform and improve instruction?

Teachers describe a variety of assessments they employ to monitor student progress, including ISTEP, ACUITY, NWEA, as well as teacher-generated formal and informal classroom assessments (projects, quizzes,). Teachers explicitly outlined how they use data to inform instruction. NWEA data is used primarily to target high need areas and to form flexible work groups. Teachers note that after-school and Saturday school tutoring is based on students' NWEA and ISTEP data. The school reviewed recent test scores and built the spring schedule based on the scores. Teachers also report conducting weekly assessments in order to monitor students' academic progress.

Areas of Strength: Lesson plans support that teachers are using a standards based curriculum.

Recommendations: Implementing a formal scope and sequence guide that aligns to external test timelines would be helpful to teachers.

4.5 Has the school developed adequate human resource systems and deployed its staff effectively?

The principal described a comprehensive hiring practice that includes meetings with stakeholders, delivering an actual lesson, and an interview with administrative team. New hires are explicitly told of expectations for success and assigned to a mentor upon hiring. School leaders said all new teachers had come from transition to teaching programs such as Teach For America. All teachers in the building are licensed and certified to teach in their specific content areas. School records indicate that teacher retention has improved. Responsibilities are distributed equally among staff and staff is deployed to ensure student success.

Teachers boast that the school is very supportive and contributes generously to their professional growth. Teachers all reported that FSA's leadership supports professional development and provided funds for them to attend professional development opportunities that would be of value to them. All reported being involved in the decision to choose PD activities based on individual needs. Teachers said that the school principal maintains lists of PD activities in which they can participate. Teachers also note that they are encouraged to and often do take advantage of professional development activities outside the school in an area of interest. Teachers reported that school staff meetings now have value and are centered on professional development activities. Teachers also reported that they have weekly department meetings.

The curriculum director was praised by many teachers as bringing significant change to FSA. She visits their classrooms regularly and gives teachers training and support on creating standards based lessons and in any other area in which they need help. The Principal and teachers described a teacher evaluation plan. Teachers conduct a pedagogical reflection once a year and receive verbal feedback from the administration.

While the school leader described a hiring process and other mechanisms that the team concluded were effective for stabilizing teacher retention and supporting the success of new teachers, the site team expressed significant concern that many of the processes are not documented or systematized as part of the schools operations.

Areas of Strength: The school provided a document outlining professional development activities for the year. PD activities are varied and selected by the administrative staff with input from the staff.

Recommendations: The school is encouraged to formalize the teacher evaluation plan and provide written documentation to teachers regarding their progress. There was documentation of the principal walk-throughs, but no documentation of a formalized evaluation of teachers implemented on a regular basis was available.

Mentoring new teachers should be a priority. New teachers said they met with the school principal weekly at the beginning of the school year, but that seems to have ended by mid semester. FSA should consider assigning new teachers to a veteran teacher for a more formalized mentoring process. Mentors assigned from transition to teaching programs are not meant to replace a school mentor who could help the teachers understand school culture and the school community.

4.6 Is the school's mission clearly understood by all stakeholders?

All focus groups were able to recite at least a portion of the mission statement. All constituents are proud of the school's mission. The Ivy Tech Partnership provides some authenticity to school mission. Teachers report that they are committed to help students to explore post-secondary options.

The FSA website is excellent source for knowing and understanding the mission. The website is highly developed and provides open and transparent knowledge about the school.

Areas of Strength: All stakeholders understand and are supportive of the school's mission.

Recommendations: Since attending college is at the heart of the mission, FSA should strengthen knowledge among stakeholder groups about what it takes for students to attend college. The commitment to educating all stakeholders could help strengthen school graduation rates and make the school mission more attainable.

4.7 Is the school climate conducive to student and staff success?

Stakeholders reported that the discipline approach is determined by the individual teachers and is not consistently implemented. Teachers note that they are encouraged to manage the discipline in the classroom and avoid written referrals.

Veteran and new teachers alike, thought the school climate had improved and all supported the five step discipline process outlined in the school handbook. Many teachers commented that the one-on-one conversation with students (Step Two in the Five Step Process) was helpful in diffusing most behavior problems but enabled students to maintain dignity in the process. They reported that it also allowed them to get to the "root" of the problem. Teachers believe following this process enables them to keep students in their classrooms rather than sending them to the office.

A limited number of teachers Instructional Assistants reported that the discipline approach is determined by the individual teachers and is not consistently implemented. Teachers noted that they are encouraged to manage the discipline in the classroom and avoid written referrals. All teachers reported that faculty/staff interactions were positive and helpful.

Students in focus group indicated an understanding of discipline policy and felt that it was fairly applied. Students report they feel very safe; "can't really see anything bad happening here" and that "everybody gets along."

Parents were familiar with behavior expectations and thought discipline was administered consistently among students. The school handbook is posted on the school web site.

Areas of Strength: Many teachers reported that the school was a "team" and that a strong collegiality existed among staff.

Recommendations: FSA should ensure that the behavior management plan and high expectations are consistently implemented by all teachers. Some teachers had a "deficit" perspective of students and focused primarily on students' family background as impediments to their academic success as opposed to potential strengths that students bring to the classrooms.

4.8 Is ongoing communication with students and parents clear and helpful?

FSA uses a wide variety of methods to communicate with parents, including a monthly newsletter to parents, weekly newsletters from some (but not all) teachers, a web site that provides a wide range of information for parents (mission, achievement data, school handbook, and calendar, contact information, etc.), and Connect Ed phone calls to inform parents.

Parents liked FSA's detailed progress reports that indicate which assignments are complete. Parents and teachers said the school has two parent conferences a year.

Areas of Strength: The school website provides a wealth of information about the life of the school.

Recommendations: Seven teachers have teacher sites listed on the school website; only one of these lists newsletters that are current. All teachers should have teacher sites with information that is current. Teachers should be held accountable for responding to parents in a timely manner. While it appears that most teachers are timely in their responsiveness, some are not, according to parents.

Fountain Square Academy should create stronger partnerships with parents. A parent –faculty group or PTO should be organized and supported. (None currently exists) School leaders should create opportunities for parents/ grandparents/ community involvement in the school and classrooms. No parents or grandparents from the focus group were involved at school in any regular or organized way, other than attending basketball games, parent teacher conferences and Christmas programs. Considering the high expectations of FSA- "All Roads Lead to College" – there needs to be a parent education component to these expectations. The more parents understand the goal and how to achieve it, the closer the school and students will be to achieving the goal.

Appendix A:
Fountain Square Academy
Classroom Observation Summary

On February 12, 2010, two site visitors conducted classrooms observations during the fifth year review of Fountain Square Academy. In total, site visitors spent just under 8 hours (470 minutes) observing 14 classrooms, 176 students, and 16 teachers. On average, each observation lasted 33.6 minutes and the observed student to teacher ratio was 11:1. The following will summarize the findings of the site team.

Classroom Environment

42.9% (6/14) had posted objectives. 50.0% (7/14) had posted state standards. 50.0% (7/14) used critical vocabulary. 35.7% (5/14) had challenging content. 28.6% (4/14) exhibited differentiation. 64.3% (9/14) of the instruction observed built on prior knowledge.

Learning Environment

The site team categorized observed learning experiences into four main categories. 30.8% (20/65) of observed activities were Remember/Understand Activities. 35.4% (23/65) were Apply/Perform Activities. 10.8% (7/65) were Analyze/Evaluate Activities. 13.8% (9/65) were Create/Design Activities. 9.2% (6/65) of activities were found to be ineffective.

78.6% (11/14) of classrooms contained rich print materials. 57.1% (8/14) showed examples of exemplary work. 57.1% (8/14) displayed a daily schedule. 57.1% (8/14) had posted behavior expectations. 50.0% (7/14) had culturally relevant materials.

Behavior Management

The site team observed proactive and reactive techniques. The site team recorded 7 (53.8%) classrooms using proactive discipline. 6 (46.2%) classrooms using reactive discipline were recorded. Student engagement varied widely. Please see the table below.

Site Visit Classroom Observations

Number of Site Visitors: 3

Total Time Observing (Min)	Average Time in Classroom
470	33.6

Students Observed	Teachers Observed	Ratio (S:1T)
176	11	16

Grade	Number of Observations
5th	2
6th	1
7th	2
8th	4
9th	2
9th/10th	1
10th/11th	1
Middle School	1

Topic of Lesson	
Algebra I - Exponentials and polynomials	Keyboarding
Amino acids - Biology	Maps
Art	Math – Slope (Rise/Run)
Chemistry Nomenclature	Review of spelling/grammar - informational reading
Health	Valentine's Day party/Homeroom (2)
Identifying & using literary devices (Creative Writing)	Writing / Romeo and Juliet
Identifying (Music)	

Classroom Environment

	Yes		No	
Instruction Has:	Recorded	% Total	Recorded	% Total
Posted Objectives	6	42.9%	8	57.1%
Posted State Standards	7	50.0%	7	50.0%
Critical Vocabulary	7	50.0%	7	50.0%
Challenging Content	5	35.7%	9	64.3%
Differentiation	4	28.6%	10	71.4%
Built on Prior Knowledge	9	64.3%	5	35.7%
Classroom Includes:				
Rich Print Materials	11	78.6%	3	21.4%
Exemplary Work	8	57.1%	6	42.9%
Daily Schedule	8	57.1%	6	42.9%
Posted Behavior Expectations	8	57.1%	6	42.9%
Culturally Relevant Materials	7	50.0%	7	50.0%

Learning Experiences Include:	Recorded	% Total
Remember/Understand Activities	20	30.8%
Apply/Perform Activities	23	35.4%
Analyze/Evaluate Activities	7	10.8%
Create/Design Activities	9	13.8%
Activities that are not effective	6	9.2%

Behavior Management Approach	Recorded	% Total
Proactive Discipline	7	53.8%
Reactive Discipline	6	46.2%

Instructional Activity Implemented	Frequency	Instructional Activity Implemented	Frequency
Class discussion	5	Currency conversion (based on percentages)	1
Lecture	4	Drill & practice	1
Class writing activity	4	Estimation activity	1
Problem Solving	3	Group Project work	1
Self study or review exercise	3	In-class exercises	1
Computer assisted instruction	2	Jigsaw activity on hierarchy of polygons	1
Guided & Shared	2	Journals	1
Reading/Review assignment	2	Optic design – lined designed with alternating color panels	1
Testing	2	Questioning	1
Worksheet	2	Recitation	1

	All		Most		Half		Few		None	
Proportion of Students Engaged During:	Recorded	% Total	Recorded	% Total	Recorded	% Total	Recorded	% Total	Recorded	% Total
Beginning of Lesson	6	50.0%	3	25.0%	2	16.7%	0	0.0%	1	8.3%
First Interval	7	58.3%	4	33.3%	0	0.0%	1	8.3%	0	0.0%
Second Interval	6	46.2%	6	46.2%	0	0.0%	1	7.7%	0	0.0%
Third Interval	4	30.8%	5	38.5%	3	23.1%	1	7.7%	0	0.0%
Fourth Interval	2	40.0%	0	0.0%	3	60.0%	0	0.0%	0	0.0%
End of Lesson	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%

Instructional Environment

	Assessment Strategies						
	Uses assessment strategies to evaluate student knowledge/ comprehension	Uses multiple assessment strategies	Uses assessment information to guide instruction	Lessons and assessments probe	Students receive corrective and timely feedback	Incorrect student responses are managed appropriately and provide clarification	Teaching process are consistent with the schools mission
Recorded							
M	10	8	7	6	8	6	9
A	0	1	2	1	2	2	2
D	0	0	0	0	1	1	0
N	4	5	5	7	3	5	3
Percentage							
M	71.4%	57.1%	50.0%	42.9%	57.1%	42.9%	64.3%
A	0.0%	7.1%	14.3%	7.1%	14.3%	14.3%	14.3%
D	0.0%	0.0%	0.0%	0.0%	7.1%	7.1%	0.0%
N	28.6%	35.7%	35.7%	50.0%	21.4%	35.7%	21.4%

	Professional Disposition					
	Commits to learners from all backgrounds and ability levels	Demonstrates initiative enthusiasm and confidence	Treats students with kindness fairness patience dignity and respect	Promotes the development of creativity and critical thinking skills	Encourages democratic principles in students	Displays an awareness of personal and professional boundaries in interactions with students
Recorded						
M	11	12	12	10	5	13
A	1	1	1	0	2	1
D	0	0	1	1	0	0
N	2	1	0	3	7	0
Percentage						
M	78.6%	85.7%	85.7%	71.4%	35.7%	92.9%
A	7.1%	7.1%	7.1%	0.0%	14.3%	7.1%
D	0.0%	0.0%	7.1%	7.1%	0.0%	0.0%
N	14.3%	7.1%	0.0%	21.4%	50.0%	0.0%

	Information/Knowledge							
	Instructor demonstrates depth of content knowledge	Instructor uses relevant resources	Knowledge is well organized and logically presented	Learning objectives are evident	Learning objectives are clearly explained to students	Connection to state standards is clear	Lesson planning is comprehensive	Information is connected to previously learned material
Recorded								
M	10	11	11	9	8	7	4	12
A	0	0	0	2	0	1	2	1
D	0	0	0	1	2	1	0	0
N	4	3	3	2	4	5	8	1
Percentage								
M	71.4%	78.6%	78.6%	64.3%	57.1%	50.0%	28.6%	85.7%
A	0.0%	0.0%	0.0%	14.3%	0.0%	7.1%	14.3%	7.1%
D	0.0%	0.0%	0.0%	7.1%	14.3%	7.1%	0.0%	0.0%
N	28.6%	21.4%	21.4%	14.3%	28.6%	35.7%	57.1%	7.1%

	Classroom Environment					
	Instructor demonstrates effective classroom management techniques	Instructional time is maximized transition time minimized	Positive physical environment through appropriate use of space	Positive social environment encourages student engagement	High expectations for student behavior are implemented consistently for all students	Student behavior is associated with appropriate rewards and consequences
Recorded						
M	6	7	13	11	9	8
A	6	3	0	1	3	3
D	2	2	0	1	1	2
N	0	2	1	1	1	1
Percentage						
M	42.9%	50.0%	92.9%	78.6%	64.3%	57.1%
A	42.9%	21.4%	0.0%	7.1%	21.4%	21.4%
D	14.3%	14.3%	0.0%	7.1%	7.1%	14.3%
N	0.0%	14.3%	7.1%	7.1%	7.1%	7.1%

	Individualized Learning					
	Lesson reflects individual student ability levels interests and experiences	Instructional strategies address multiple learning styles	Students are engaged in activities	Productive relationships with all students promote academic success	Students receive appropriate individual attention	Appropriate modifications are made to support students with special needs language barriers, etc.
Recorded						
M	10	9	10	10	10	3
A	1	1	2	1	2	0
D	0	0	1	1	0	0
N	3	4	1	2	2	11
Percentage						
M	71.4%	64.3%	71.4%	71.4%	71.4%	21.4%
A	7.1%	7.1%	14.3%	7.1%	14.3%	0.0%
D	0.0%	0.0%	7.1%	7.1%	0.0%	0.0%
N	21.4%	28.6%	7.1%	14.3%	14.3%	78.6%

Comments and Notes from Observers

Assessment Strategies

- All students worked individually practicing typing for the first half hour of the lesson through preset computer programs. This practice was followed by a speed test, and I was told the class period would conclude with a lesson using Excel (but did not see this part of the lesson since I had to move on to next observation). Appears multiple programs available for students to choose from to practice typing. Teacher able to walk around and provide individual help or attention as needed.
- Class started with journal entry, identifying 11 simple pleasures
- Estimation activity involves a jar of candy. Each week the range of estimates is narrowed by the teacher. Teacher writes clue on board. Feb examples "Likely more than 200." and "Certainly less than 400."
- Film. Teacher used combination of movie, questioning, and lecture. Also asked students to complete a sheet of questions about the movie.
- In class exercise - creative writing about one of the simple pleasures
- Overheard conversation in hallway with instructional leader, teacher put off showing excerpt of movie version until after I left class.
- Progress reports going home today. Students received progress reports with graded papers, allowed to redo assignments under a C. Teacher explained content of five weeks progress reports. Grades ended previous Friday.
- Q&A sessions done with everyone, including instructor, seated around table. Questions are posed as if instructor actually had them, "Did you guys…" "I did/thought…"
- Reinforces and reviews importance of systems of equation for end of course exam. Teacher identifies parts of lecture that students "should write down."
- Started with an individual exercise and then went over that exercise in class together
- Students assigned to write a paragraph describing a place containing at least five vocabulary terms. Stress topic sentences, punctuation, etc. Students then trade with peers.
- Students create "myspace" message to friend using Hindi words in place of common English words (Ex: hello, yes). Students apparently did similar activity by creating story then adding Swahili words.
- Students finishing assignment left from previous class
- Students play "Family Feud" in teams, room divided. Most students seem to enjoy game. "This is fun!"
- Students taking a chemistry test. Review took place prior to exam. After students finished test, they had reading to complete, questions to answer, and a worksheet to complete.

- Students very engaged in puzzle activity, students correctly complete. Teacher relates hierarchal properties of shapes to biology lesson.
- Study of Romeo and Juliet has included: watching play and movie, reading play and "Shakespeare made easy." Students complete worksheet through instructor led class discussion. Majority of students engaged and knowledgeable throughout discussion. Students volunteer for reading parts, Americorp volunteer also reads. Teacher reads stage directions. (Modern English version.) Teacher explains details such as "Lick his fingers" meaning will not taste his own cooking. Teacher helps students pronounce and understand difficult language.
- Takes questions on homework, encourages students even though she appears to now understand problem. Asks what was done differently. Relates student questions to similar problems on homework they have worked (when possible). Teacher tells students homework is not directly related to test (end of course exam?) but helps them identify what algebra standard it supports on a chart. "Firm believer school should not be a mystery." Seemed a bit theatric but there are others are listed.
- Tale of Despereaux assignment turned in
- Teacher explains Google/Google Earth to students. Plays game to guess what they are seeing. Does a zooming out lesson, asks students to identify parts of maps. Students recognize differences in population, GDP, per capita wealth, living conditions, distribution of electricity. Lesson uses math and social studies. Students volunteer comparisons from today's map and previous lessons.
- Teacher gives review question assignment, provides alternate activity (reading) for those who finish early.
- Teacher had students come straight in and get to work right away on an in-class exercise
- Teacher had students talk about someone who was important to them and why that person was important to them.
- Teacher read book aloud & asked students to identify what literary devices were used (i.e., metaphor, idiom, hyperbole, etc.)
- Time to work on projects
- Unit test on informational reading test being given, after which students will work on "cell phone projects."
- V-day writing activity consisted of writing a nice comment about a classmate on their bag. Bags were passed every 30 seconds. Lesson emphasized politeness and proper use of pronouns. Students ask specifically whether they can use "jargon." From work displayed in hall it appears the class did a unit on jargon. Request granted.

Professional Disposition

- "We have been in here for a half hour. We are not far enough."
- "We have four classes until ISTEP. This will be on there. I am trying to teach you what you need to make sure this isn't a sucky day for us."
- Offers to help student but challenges them to try on their own "Sure but I bet you can do it on your own."

- Students actively correct teacher's errors in formulas. Teacher uses moments to stress importance of checking work. Teacher self-deprecates during examples, keeping atmosphere light.
- Teacher "Gentlemen, if you don't understand, talking through lesson will not help," "Need to have your notes OUT!"
- Teacher active in hallway to motivate students to hurry into class. Says students straggle after lunch.
- Teacher actively patrols classroom for behavior, engagement, trash
- Teacher asks questions to students by name
- Teacher creates phone message (voicemail?) alerting parents to assignments turned in, assigned, and progress report. Called it "Homework Hotline." Provided opportunity for parents to leave questions regarding materials.
- Teacher engages students by name in discussion.
- Teacher explains section syllabus, confident some skills are already mastered, reassures student new content is not as "scary" as it looks.
- Teacher has exceptional control of classroom. Students extremely responsive to instructions and calls for quiet. Students able to recite all pieces of "Give me five" on command. "Give me five.": 1) Eyes on speaker 2) Quiet 3) Be still 4) Hands free 5) Listen
- Teacher makes point of asking student condition of sick sibling (not in same class but another of teacher's classes)
- Teacher positive and friendly. Addresses students as "Mr" and "Ms"
- Teacher takes time to correct student grammar in game responses.
- Teacher uses blank referral for leverage. "Do not be the one that volunteers to leave my class." "Not a negotiation."
- When students call out for help, teacher responds "(Student), how do we ask for help?" Expects hand to be raised.

Information/Knowledge

- Asking students how their teacher (by name) taught them to do tasks. Teacher has knowledge of lessons used in student's other classes (folktales).
- Nearly all activity related instruction involve learning/academic concept. Students dismissed to get candy by number of vowels in their name. "Are Y's vowels?" Students "Yes." Teacher "Sometimes." One student receives weather related valentine. Teacher has class identify cloud formation on front of card.
- Students challenge need for knowledge, teacher replies slope important for "designing rollercoasters, architecture, construction" - Students laugh, "too bad I am not gonna' do that"
- Teacher says we talk a lot about ISTEP and graduation exam, but we should move conversation to SAT/ACT, college prep.

Classroom Environment

- "Cash for College" flyer posted in classroom.
- "Cash for College" poster in classroom.
- All female classroom
- All male classroom
- Chaos
- Class has AmeriCorps volunteer.
- Class remains very quiet during writing assignment.
- Conducted conference table style
- Covering teacher enforces seating chart, threatens to call VP if they refuse to comply voluntarily
- Drawing lesson gets a little silly
- High school sequencing document posted in classroom.
- Initial conflict over school rules regarding bags, teacher says "We cannot have this conversation right now." Student called out into hall, seems teacher uses my presence to leverage behavior. Student complies and behavior improves.
- Instruction is intimate, appears unintimidating.
- Lots of pounding audible from other room (music), very loud, students in class clearly distracted by noise, some imitate.
- Lots of yelling from teachers, students
- Maintenance personnel enter room and walk through instruction
- Majority female class, one male
- Mission statement posted in room
- Most students seem to respect teacher.
- Noise from hallway and cafeteria/stairwell loud in classroom
- One student continually unengaged and acts out Covering teacher attempts to redirect but student resists . Covering teacher tells student to be quiet because he is annoying the class, student says they are not annoying class, sub says "well, you're annoying me." Covering teacher calls VP after only two addressed incidents. One additional minor incident after call. Staff comes to remove student, student resists momentarily. Staff threatens escalation to principle, student complies. Similar behavior ignored in other students.
- One student leaves class to ask another teacher for a stapler even though one is present in the room. Covering teacher says she will not give out classroom stapler and gives approval.
- Rose Holman help line flyer posted in classroom.
- Same female student sneaks candy from classmate across the room during game. Later, same female student retrieves book bag, unnoticed, in violation of school rules. Texting on cell phone hidden inside pocket in bag. Bag hidden behind a pillar.
- SAT word of the day posted outside classroom
- Several students (4+) late to class, students try to cover for late and absent students
- Something about moving forward is incentive/punishment

- Student cuts own hair in back of class while teacher writes on board. Female student then engages in verbal altercation with male student apparently involved in earlier crying incident. Obscenities exchanged and threats of violence from female wielding scissors and sharp pencil. Male challenges female's courage to stab him. Female thrusts pencil threateningly, pulling up short. Altercation stops when female notices I am watching. Teacher finally turns and tells female to "chill out."
- Student refused to move seats, sent into hall
- Student stands and walks out of room unquestioned, returns
- Students allowed to move seats after arguing with teacher, something regarding "smelly kid"
- Students continually mock teachers
- Students discuss bodily functions during worksheet
- Students dismissed individually to retrieve backpacks and pack up for the day.
- Students do seem to understand aspects of material despite behavior
- Students finish worksheet at different times, behavior deteriorates
- Students high-five student sent to office
- Students mock teacher after saying repeat after me, teacher makes offenders join up front and participate in activity on foreign words (Hindi?)
- Students refused to sit in assigned seats
- Students respectful but talk through class, talking dies down when instructor speaks
- Students seem genuinely interested in keeping worksheet on Hindi words
- Students seem to compete for teachers attention (not academic needs, possible crush)
- Students seem to really enjoy classroom and instructor.
- Students threaten to "beat" each other, play hitting (I think) across aisles
- Students use observer presence to extort teacher, prevent discipline, "We have a guest!"
- Teacher consulting crying student when entering, appears student sent to the office/counselor (possible conflict with fellow classmate)
- Teacher establishes behavior expectations for fire alarm test. Handles student comments well.
- Teacher moves about room to check student behavior
- Teacher participation in activity (in front of class) as incentive for problem student to behave, student improves
- Teacher whispers something in two student's ears, behavior improves
- Two students pass notes throughout (student between them) by tossing notebook
- Two students share earphones, covering teacher challenges but lets them keep listening after they say they "always do"
- VP interrupts class to say alarm will go off during class due to testing. Class should not evacuate. Teacher and students then discuss drill history (and about cold). Teacher says "Education is important but the most important thing in school is your…?" Students respond "safety." Take moment to laugh about last drill that happened during a bathroom break.

Individualized Learning

- Student repeatedly says "I'm lost," teacher says I hear you sympathetically - later another comments same student "doesn't understand the way you teach" teacher responds aggressively that is between a teacher and student only
- Teacher actively walks classroom, provides individual assistance and encouragement
- Teacher positively engages student that is isolated in back of class (unclear if punished or just removed)
- Students struggle with percents; teacher asks if they have done them, students say not in 7th grade, teacher encourages students in recalling old knowledge.
- Teacher stresses "there is more than one way to do a problem" when discussing how to handle fractions.
- Discusses credit given to student for trying. Said teacher could tell how hard she worked, not all peers try. Praised drawing pictures. Very positive despite apparent issues with answers.
- Covering teacher remains active in classroom, reads manual, patrols classroom for behavior and involvement
- Time to work on group project gave the teacher the opportunity to address individual student questions.
- The in-class individual work was good because the teacher could give individual attention; however, it also seemed to decrease the engagement of those not working with the teacher at that point in time (students did not necessarily stay on task and the teacher did not push them to get back on task).
- Teacher actively moves about room checking progress, very encouraging and understanding of struggling students.

Appendix B:
FSA Board Questionnaire

Board Questionnaire

Please provide the following information. This information must be submitted to Kathleen Chen, CEEP (knlorenz@indiana.edu).

1. Please provide a full list of all Board members that have served on the Board since the inception of the school. In addition to the name of every Board member, please provide the dates during which he/she served.

   Not sure why this is relevant? The review only covers the 5th year, not previous history. Plus, this information was already provided to CEEP last year and is reflected in the 4th year report.

2. Please list the current positions on the Board and who currently fills that position, noting how long he/she has held the position.

   Positions are rotated every year:
   Mark Bowell – Chair
   Rollie Dick – Vice Chair
   Kris Bowen – Secretary/Treasurer

3. Please list the names of all Board committees and current membership on each committee.

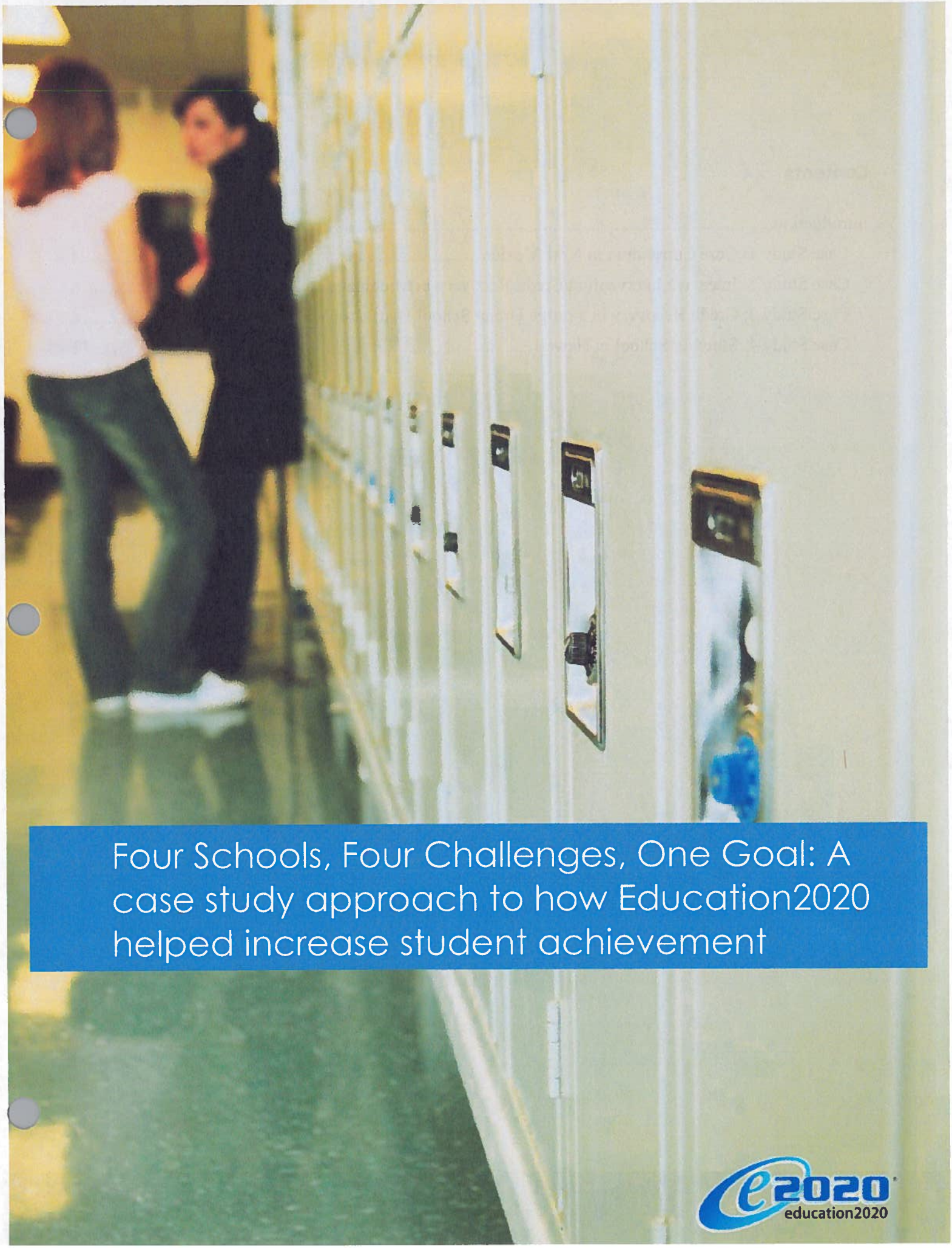
   1. Facilities
      a. Kris Bowen, Chair
      b. Bob Willsey
      c. John McShea
      d. Mark Bowell
   2. Development/Community Outreach,
      a. Kevin Turner, Chair
      b. Mark Bowell
      c. John Ball
      d. Claudia Guerin
   3. Finance
      a. Rollin Dick, Chair
      b. Kris Bowen
      c. Bob Willsey
      d. John Ball
   4. Academic
      a. Claudia Guerin, Chair
      b. Mike Gorsline
      c. Kevin Turner
      d. John McShea

4. Please indicate the number of Board members required by the school's bylaws.

   Minimum of 3, maximum of 15.

5. Please list the dates of Board meetings for the last 12 months. Please note any meetings that did not have a quorum.

   All meetings had a quorum.
   April 21, 2009
   May 19, 2009
   June 30, 2009
   July 15, 2009
   September 24, 2009
   November 9, 2009
   January 21, 2010



Four Schools, Four Challenges, One Goal: A case study approach to how Education2020 helped increase student achievement

e2020 education2020

Contents

Introduction

e2020 has successfully deployed online classroom programs in various settings (Figure 1) to a wide range of student academic levels since 1998. Schools are utilizing e2020 for a variety of purposes including core curriculum for middle and high school education, credit recovery, academic learning centers, grade recovery programs, fast track middle school programs, district virtual schools, and various alternative school models. For the significant number of schools that have utilized e2020 as the core curriculum, those schools have solidly outperformed other traditional schools.

At the time of this study, e2020 was servicing over 40,000 students in 34 states. Participating students range in skill from special education to fast track students who, in some cases, have obtained perfect scores on the SAT and ACT tests. Education2020 students consistently show increased academic gains when the program is implemented with fidelity.

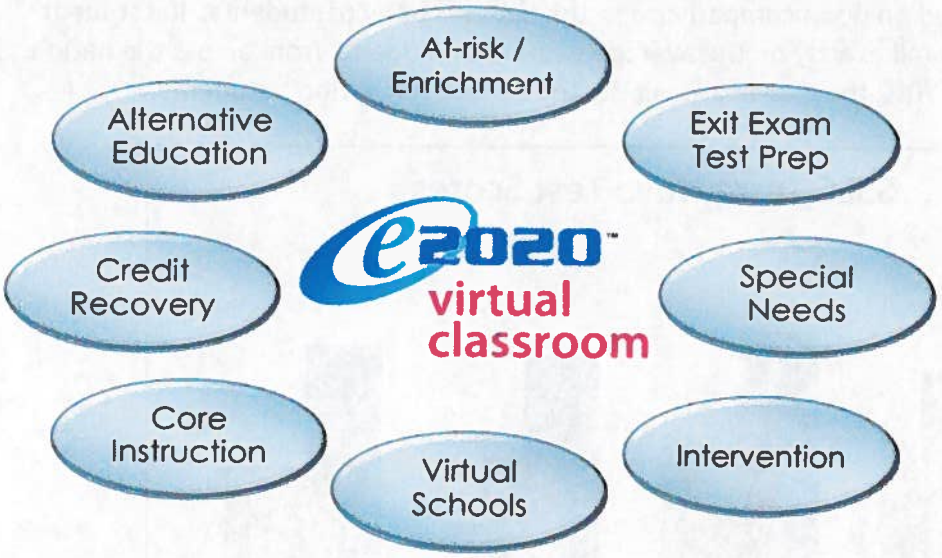


Figure 1. e2020's Targeted Solutions

The following four case studies provide both quantitative student performance data and qualitative evidence of improved student academic performance since 2001. Each case study represents a unique implementation and shows the link between the Education2020 programs and increased student academic achievement.

Case Study 1: Core Curriculum in New Mexico

Educational Setting: The following study demonstrates how students using the e2020 Virtual Classroom who were originally below national and state standardized test scores were able meet, and then eventually exceed normalized test scores.

This New Mexico school evaluated students' test scores after completion of core classes with e2020. Four master-certified teachers oversaw 300 students over a period of three years; students had both school and at-home access. Students were enrolled via a lottery system with a waiting list that was greater than 600 students.

Results: Between 2002 and 2004, New Mexico mandated that standardized testing be based on the Terra Nova. The test scores shown in Figure 2 represents 7th grade students enrolled across three years within the core subject areas of Reading, Language Arts, Math, and Science. Scale scores range from 1% to 99% and are based on upon comparisons to the nation's body of students. If a student receives a score of 50%, they fall exactly on the average with other students from across the nation, but if they receive a score of 70%, they fall in among the top 30% of the nation's students.

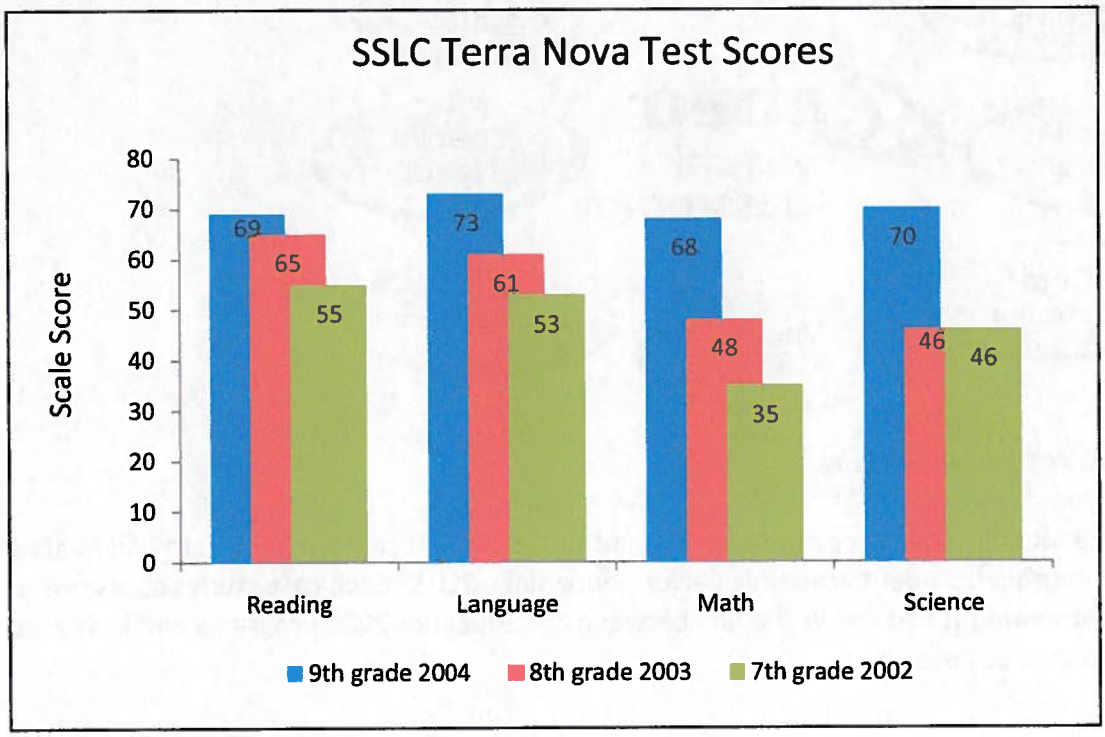


Figure 2. SSLC Terra Nova Test Scores (Cohort 7-9th grade)

These scale scores demonstrate clear gains across all four subject areas for the students using the e2020 core curriculum. The average increase was 52% with the largest gains in math and science, while the smallest gains were in reading and language (14% and 20% respectively).

In the 2005 – 2006 school year, New Mexico changed from the Terra Nova to the New Mexico High School Standards Assessment (NMHSSA). In 2006-2007, New Mexico used the NMHSSA to test students in grades 7, 9, and 11 in reading, math, and science. Figure 3 shows scores for the e2020-implemented school compared to the state average. In all areas, this school excelled above and beyond state averages.

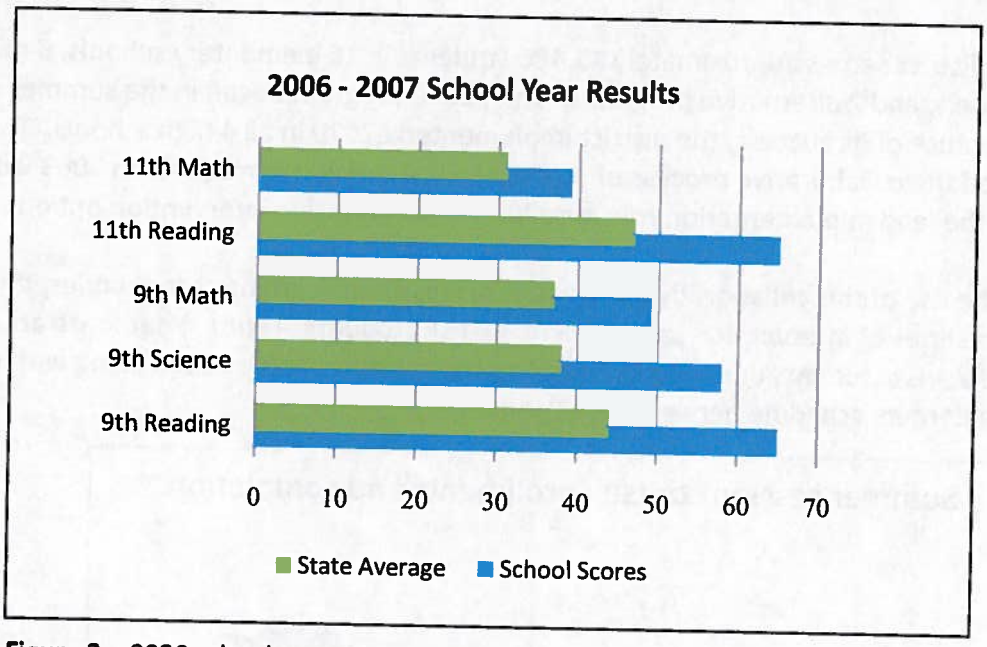


Figure 3. e2020 school scores compared to state average

Since 2002, the core curriculum has continued to be provided through the e2020 Virtual Classroom. Based on e2020's core content, a correlation can be shown between students standardized testing results and the curriculum. Thus, these testing outcomes provide an excellent and consistent demonstration of the effectiveness of the e2020 Virtual Classroom as achieved by this New Mexico school.

Notable achievements from the e2020-implemented school:

- Achieved highest test scores in Albuquerque on the New Mexico Achievement Assessment
- Accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI) as "College Preparatory"
- Received 3rd place honors out of 53 competing entities (50 states and 3 territories) in the National Panasonic Academic Challenge in Orlando, FL during summer 2002
- Asked by the New Mexico Board of Education to develop an alternative education plan to assist state's traditional schools identified as being "in need of improvement"
- Excelled on SAT and ACT college exams with several students earning a perfect score on the SAT and four students earning perfect scores on the ACT exam
- Chosen as the only school to present to the NCA CASI's Executive Board on policy and accreditation

Case Study 2: Intensive Intervention/Credit Recovery in Michigan

Educational Setting: This Michigan school district used e2020 to help at-risk students successfully recover one or more failed core course credits. Results indicate that students who attempt to take a course using the e2020 Virtual Classroom have an extremely high chance at successful completion.

A Michigan school district serves approximately 15,486 students in 16 elementary schools, 6 middle schools, 4 high schools, and 2 alternative programs. The e2020 program began in the summer of 2002 as a pilot. Because of its success, the district implemented e2020 in all 4 high schools. The district also adopted the collaborative process of professional learning communities in 2003 with one high school taking the lead implementation role for e2020 as an intensive intervention option.

Results: Through the use of this collaborative process of professional learning communities, this high school developed a series of intervention strategies for at-risk students. Figure 4 demonstrates the frequency of these at-risk students enrolling in and completing classes using e2020 along within the Academic Learning Centers schedule between 2002 and 2006.

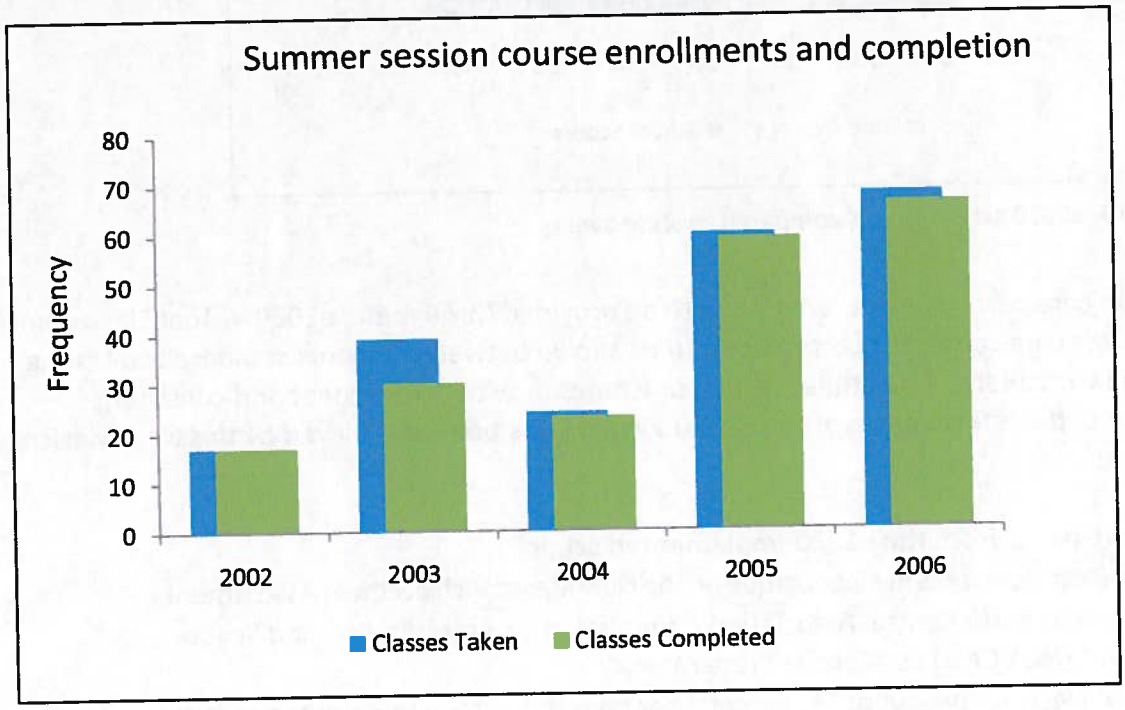


Figure 4. Courses attempted and completed (summer sessions 2002 – 06)

Simple observations of the histogram proportions above suggests the difference between classes taken and passed varies by only one or two students, but a Chi-Square analysis demonstrates that the proportion between classes taken and classes completed do not differ significantly across all five school years. Further, the percent of students completing and recovering course credits is increasing over time, meaning as the school district enrolls more students into the e2020 Virtual Classroom, these same students seem to be completing the class. This Michigan school achieved a success rate with over 93% of its students recovering one or more failed core class during all observed summer school sessions using the e2020 Virtual Classroom while still holding students accountable to the state's high level of academic rigor.

From 2002 to 2007, e2020 serviced 1114 students in 1435 courses in this district. Figure 5 shows the number of classes taken and completed by e2020 Michigan students during the regular school year.

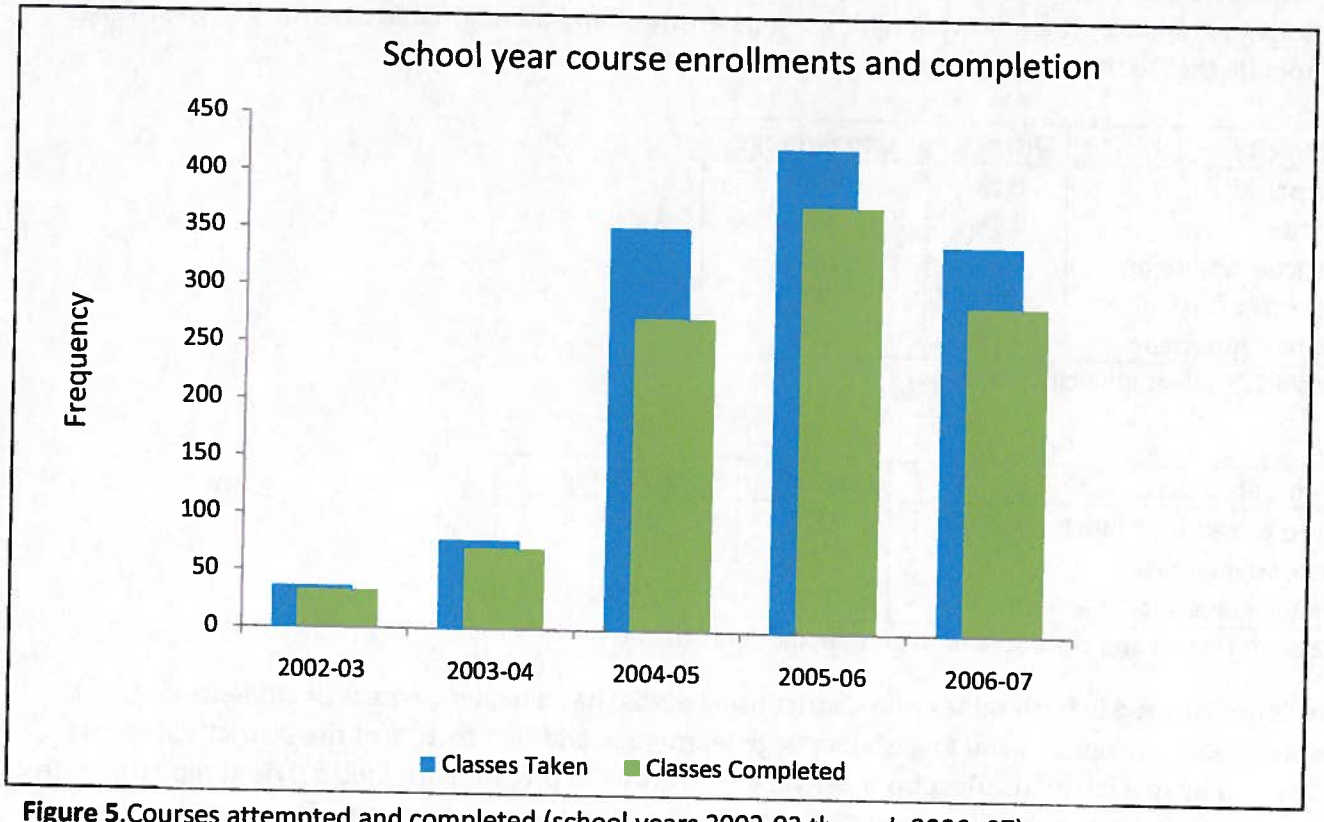


Figure 5.Courses attempted and completed (school years 2002-03 through 2006 -07)

A Chi-Square analysis was conducted between each proportion across all five school years. The results of this analysis indicate no significant differences between classes taken and classes completed for the 2002-2003, 2003-2004, and 2005-2006 school years; but the results indicate a significant difference between the proportions for the 2004-2005 [χ^2 (1, N = 624) = 9.97, p < .05] and 2006-2007 [χ^2 (1, N = 624) = 4.49, p < .05] school years. Despite these slight differences, the overall data demonstrates that 1229 courses were completed resulting in an 86% completion rate during the entire 2002 - 2007 time period. These results align with other e2020 implementations throughout the country: students who attempt to take a course using the e2020 Virtual Classroom have an extremely high chance at successful completion.

Case Study 3: Credit Recovery in a Large Urban School District in West Texas

Educational Setting: One urban district in Texas was experiencing high failure rates (47% of high school students) in classrooms with traditional instruction. The following study demonstrates how approximately 2,218 students completed 4641 courses over a 3-semester period using the e2020 Virtual Classroom. A large proportion of these students have been classified as special needs (i.e. special education, English language learners, and at-risk) by the district and results indicate that they can complete courses with as much chance of success as other populations of students.

Located in west Texas, this district serves over 60,000 students in 91 campuses. In 2004, e2020 was used as a district-wide implementation for the summer school session at the high schools. e2020 provided a cost-effective means to supply classes to nearly 184 students taking approximately 223 classes to graduate The following tables compare ethnic and demographic data for this west Texas school district to the state's average.

Ethnicity	District	State Average
Hispanic	81%	44%
White	13%	39%
African American	4%	14%
Asian/Pac. Islander	1%	3%
Native American	<1%	<1%

Table 1. Student Ethnicity (2003 -04)

Demographics	District	State Average
Free or reduced lunch program	68%	53%
Attendance rate	96 %	96%
English language learners	31%	15%

Table 2. District and state student demographic data (2003-04)

As demonstrated in both tables, the district using e2020 has a higher percent of students on free or reduced lunch programs and English language learners in addition to 10% of the district's students classified as special needs. Despite these figures, the e2020 program attained a 97% completion rate for general students and 78% completion rate for the special-needs students. The special-needs student completion rate was nearly double the standard rate for summer school completion.

Results: Further, during the 2004 – 2005 school year, approximately 2,828[1] students completed 4641 courses utilizing the e2020 Virtual Classroom. During the week of February 12 – 19, 2005, over 1,420 students logged onto to take 1,829 classes. The breakdowns of student completion by semester are shown below:

- During the fall 2004 semester, 832 students completed 1063 classes.

[1] A total of 2,218 students participated in the study, however some students participated in multiple sessions or courses and therefore were counted more than once.

- During the spring 2005 semester, 1433 students completed 2685 classes.
- During the summer 2005 session, 563 students completed 893 classes.

Finally, in 2006, the school district performed an evaluation through the Research, Accountability and Assessment Department on the effectiveness of e2020 with their students during the 2005-2006 school year. Nearly 17,000 students (approximately 16% of their student population) enrolled in e2020 for credit recovery purposes. Table 5 demonstrates 11 high schools and the number of students enrolling into the e2020 Virtual Classroom in comparison to the percent of those students receiving the recovery credit.

School	High School Population	Students that failed core course in traditional classroom	Students enrolled in e2020	Students earning credit w/ e2020	% of students receiving credit w/ e2020
1	1726	889	381	296	77.7%
2	1350	921	271	172	63.5%
3	1241	594	244	206	84.4%
4	1425	675	242	188	77.7%
5	2302	920	340	323	95.0%
6	1083	454	261	223	85.4%
7	1514	937	294	205	69.7%
8	1140	637	253	224	88.5%
9	2865	1137	267	207	77.5%
10	532	42	28	27	96.4%
11	1629	629	188	147	78.2%
Total	**16807**	**7835**	**2769**	**2218**	**80.1%**

Table 3. Rates of failing traditional courses and earning e2020 credit

As demonstrated above, on average, 80.1% of the students enrolled received credit through their high school intervention programs. The number of courses completed by 2,218 students during the 2005-2006 school year was 4,897.

Presenting this data using a graphical method (Figure 6), the blue bars represent the frequency of students that enrolled in required credit recovery due to failure of a core class in the traditional classroom. The green bars represent the frequency of students who participated in e2020 and received credit for course completion. For example, in High School 6, out of 1083 students, 454 failed a core course and required credit recovery and some enrolled in e2020 for credit recovery purposes. Of those who participated, 85% received credit for their work in e2020 for high school 6. Overall, for all high schools, e2020 was able to help 63.5% to 96.4% of all enrolled students recover their course credits.

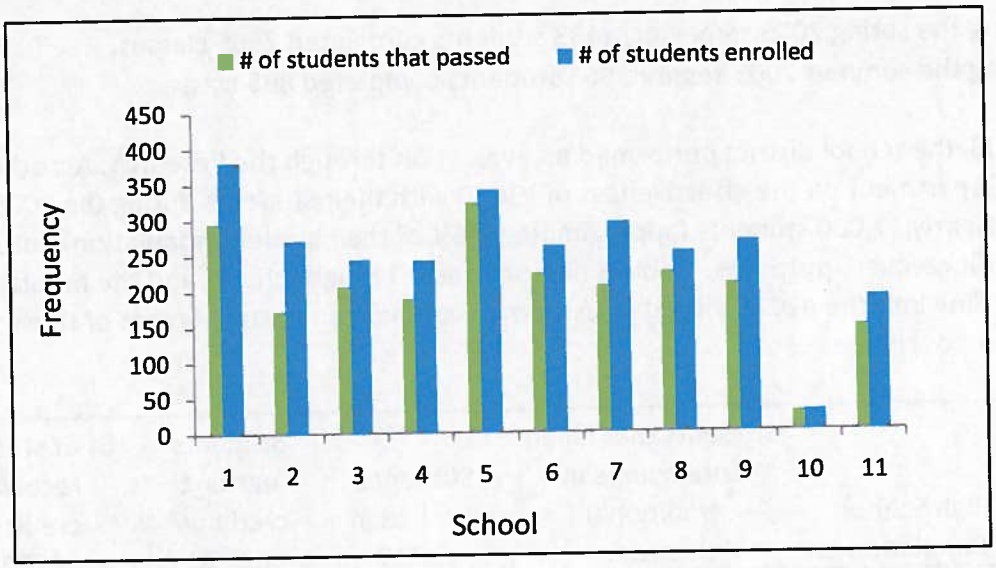


Figure 6. Number of student enrolled as compared to number of students who passed e2020 credit recovery courses.

Of significant note are the student populations that were serviced while achieving those results. For this evaluation, the researcher broke the student populations into three categories: limited English proficient (LEP), special education, and at-risk. Table 4 demonstrates the breakdown of student enrollments per category by school.

School	High School Population	e2020 students	LEP	Special education	At-risk
1	1726	381	20	62	343
2	1350	271	45	24	233
3	1241	244	86	17	230
4	1425	242	21	28	211
5	2302	340	55	56	271
6	1083	261	34	14	234
7	1514	294	47	22	254
8	1140	253	32	12	230
9	2865	267	16	25	223
10	532	28	0	0	9
11	1629	188	16	14	154
Totals	**16807**	**2769**	**372**	**274**	**2392**

Table 4. Student population by need

This data indicates that all student samples can succeed in achieving credit recovery through e2020. A 78% completion rate for these special-needs students was nearly double the rate for special-needs students completing summer school courses using traditional modes of learning. Students falling under all three of these categories (and some falling under two or more), which have been traditionally understood as being a predictor of lower achievement, were able to successfully recover core course credit just as well as other populations of students.

Case Study 4: Summer School in Hawaii

Educational Setting: A Hawaiian school district uses e2020 Virtual Classroom to provide additional credit recovery opportunities parallel to traditionally taught summer school programs despite large variances in demographic classifications across school populations.

Through a unique and innovative project, "It's All About Kids" (IAAK) partnered with 8 high and intermediate schools in Hawaii to offer a virtual summer school program (some were strictly onsite and others were a combination of onsite and offsite). Seeking to provide opportunities to succeed, these schools and IAAK embarked on a venture to provide students an opportunity to acquire additional credits toward graduation or to recover credit for courses that were failed during the regular school year. The schools have a wide range of demographics made up primarily of Asian / Pacific Islanders. The 8 schools' free and reduce lunch populations ranged from 7-29%. The statewide average for students receiving free and reduced lunch is 22.5%. Through the use of the e2020 Virtual Classroom and personalized support from IAAK, 600 students took advantage of this opportunity.

The Virtual Summer School was a 5- to 6-week offering for students to complete their instruction online through the e2020 Virtual Classroom. Students were required to attend an onsite student orientation and training prior to the start of their course. They were also required to attend onsite labs and take their cumulative and final examinations on campus while proctored by school staff. The remainder of the students' work was completed online from any computer that could access the internet.

IAAK and e2020 customized 24 courses of the e2020's 34 course offerings. The customization collaboration created specialized course offerings correlated with the Hawaii Content and Performance Standards which met specific school requirements for credit acquisition and credit recovery.

Results:

- 24 customized courses for credit acquisition and credit recovery
- 600 participating students
- 98.5% completion rate for student enrolling and completing the courses
- 74.4% of students took courses for new credit acquisition
- 25.6% of students took courses for credit recovery

Standard ID	Standard Text	e2020 Lesson Name
	Key Ideas and Details	
9-10.RS.1	Cite specific textual evidence to support analysis of science texts, attending to the precise details of explanations or descriptions.	
9-10.RS.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
9-10.RS.3	Follow precisely a complex multistep procedure when carrying out experiments or taking measurements, attending to special cases or exceptions defined in the text.	Scientific Processes Tools and Procedures
	Craft and Structure	
9-10.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 9-10 texts and topics.	What Is Biology? Biology in Your World Scientific Processes Tools and Procedures The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes What Is Ecology? Energy Flow in Ecosystems Cycles of Matter The Role of Climate What Shapes an Ecosystem? Biomes Aquatic Ecosystems Population Dynamics Human Populations Vanishing Species Conservation of Biodiversity Life Is Cellular Eukaryotic Cell Structure

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 9-10 texts and topics. *(Cont'd.)*	Cell Boundaries The Diversity of Cellular Life Cell Growth and Reproduction Control of the Cell Cycle The Need for Energy Photosynthesis: Trapping the Sun's Energy Getting Energy to Make ATP The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics Meiosis Linkage and Gene Maps DNA Chromosomes and DNA Replication RNA and Protein Synthesis Mutations Gene Regulation Human Heredity Human Chromosomes Human Molecular Genetics Changing the Living World Cell Transformation Application of Genetic Engineering The Record of Life The Origin of Life Natural Selection and the Evidence for Evolution Mechanisms of Evolution Primate Adaptation and Evolution Human Ancestry Classification

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 9-10 texts and topics. *(Cont'd.)*	The Six Kingdoms Viruses Bacteria The Kingdom Protista Animallike Protists: Protozoans Plantlike Protists: Unicellular Algae Plantlike Protists: Red, Brown, and Green Algae Funguslike Protists Characteristics of Fungi Fungal Diversity Fungal Partnerships Adapting to Life on Land Survey of the Plant Kingdom Nonvascular Plants Non-Seed Vascular Plants Plant Cells and Tissues Roots, Stems, and Leaves Plant Responses Life Cycles of Mosses, Ferns, and Conifers Flowers and Flowering Characteristics of Animals Animal Body Systems Sponges Cnidarians Flatworms and Roundworms Mollusks Annelids Features of Arthropods Spiders and Other Arachnids Insects and Their Relatives

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 9-10 texts and topics. *(Cont'd.)*	Crustaceans Echinoderms Invertebrate Chordates Fish Amphibians Reptiles Birds Mammal Characteristics Diversity of Mammals Innate Behavior Learned Behavior Human Body Systems The Nervous System Divisions of the Nervous System The Senses Drugs and the Nervous System The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System Food and Nutrition The Process of Digestion The Excretory System The Endocrine System Human Endocrine Glands The Reproductive System Fertilization and Development Infectious Disease The Immune System

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 9-10 texts and topics. *(Cont'd.)*	Immune System Disorders The Environment and Your Health
9-10.RS.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
9-10.RS.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
	Integration of Knowledge and Ideas	
9-10.RS.7	Translate quantitative information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
9-10.RS.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific problem.	
9-10.RS.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
	Range of Reading and Level of Text Complexity	
9-10.RS.10	By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently.	What Is Biology? Biology in Your World Scientific Processes Tools and Procedures The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes What Is Ecology? Energy Flow in Ecosystems Cycles of Matter The Role of Climate What Shapes an Ecosystem?

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.10	By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently. *(Cont'd.)*	Biomes Aquatic Ecosystems Population Dynamics Human Populations Vanishing Species Conservation of Biodiversity Life Is Cellular Eukaryotic Cell Structure Cell Boundaries The Diversity of Cellular Life Cell Growth and Reproduction Control of the Cell Cycle The Need for Energy Photosynthesis: Trapping the Sun's Energy Getting Energy to Make ATP The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics Meiosis Linkage and Gene Maps DNA Chromosomes and DNA Replication RNA and Protein Synthesis Mutations Gene Regulation Human Heredity Human Chromosomes Human Molecular Genetics Changing the Living World Cell Transformation Application of Genetic Engineering The Record of Life

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.10	By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently. *(Cont'd.)*	The Origin of Life Natural Selection and the Evidence for Evolution Mechanisms of Evolution Primate Adaptation and Evolution Human Ancestry Classification The Six Kingdoms Viruses Bacteria The Kingdom Protista Animallike Protists: Protozoans Plantlike Protists: Unicellular Algae Plantlike Protists: Red, Brown, and Green Algae Funguslike Protists Characteristics of Fungi Fungal Diversity Fungal Partnerships Adapting to Life on Land Survey of the Plant Kingdom Nonvascular Plants Non-Seed Vascular Plants Plant Cells and Tissues Roots, Stems, and Leaves Plant Responses Life Cycles of Mosses, Ferns, and Conifers Flowers and Flowering Characteristics of Animals Animal Body Systems Sponges Cnidarians

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.10	By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently. *(Cont'd.)*	Flatworms and Roundworms Mollusks Annelids Features of Arthropods Spiders and Other Arachnids Insects and Their Relatives Crustaceans Echinoderms Invertebrate Chordates Fish Amphibians Reptiles Birds Mammal Characteristics Diversity of Mammals Innate Behavior Learned Behavior Human Body Systems The Nervous System Divisions of the Nervous System The Senses Drugs and the Nervous System The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System Food and Nutrition The Process of Digestion The Excretory System The Endocrine System

Standard ID	Standard Text	e2020 Lesson Name
9-10.RS.10	By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently. *(Cont'd.)*	Human Endocrine Glands The Reproductive System Fertilization and Development Infectious Disease The Immune System Immune System Disorders The Environment and Your Health
	Text Types and Purposes	
9-10.WS.1	**Write arguments focused on discipline-specific content.**	
9-10.WS.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	
9-10.WS.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	
9-10.WS.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
9-10.WS.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
9-10.WS.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	
9-10.WS.2	**Write informative/explanatory texts, including scientific procedures/ experiments.**	
9-10.WS.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
9-10.WS.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
9-10.WS.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	What Is Biology? Biology in Your World Scientific Processes Tools and Procedures The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes What Is Ecology? Energy Flow in Ecosystems Cycles of Matter The Role of Climate What Shapes an Ecosystem? Biomes Aquatic Ecosystems Population Dynamics Human Populations Vanishing Species Conservation of Biodiversity Life Is Cellular Eukaryotic Cell Structure Cell Boundaries The Diversity of Cellular Life Cell Growth and Reproduction Control of the Cell Cycle The Need for Energy Photosynthesis: Trapping the Sun's Energy Getting Energy to Make ATP The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. *(Cont'd.)*	Meiosis Linkage and Gene Maps DNA Chromosomes and DNA Replication RNA and Protein Synthesis Mutations Gene Regulation Human Heredity Human Chromosomes Human Molecular Genetics Changing the Living World Cell Transformation Application of Genetic Engineering The Record of Life The Origin of Life Natural Selection and the Evidence for Evolution Mechanisms of Evolution Primate Adaptation and Evolution Human Ancestry Classification The Six Kingdoms Viruses Bacteria The Kingdom Protista Animallike Protists: Protozoans Plantlike Protists: Unicellular Algae Plantlike Protists: Red, Brown, and Green Algae Funguslike Protists Characteristics of Fungi

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. *(Cont'd.)*	Fungal Diversity Fungal Partnerships Adapting to Life on Land Survey of the Plant Kingdom Nonvascular Plants Non-Seed Vascular Plants Plant Cells and Tissues Roots, Stems, and Leaves Plant Responses Life Cycles of Mosses, Ferns, and Conifers Flowers and Flowering Characteristics of Animals Animal Body Systems Sponges Cnidarians Flatworms and Roundworms Mollusks Annelids Features of Arthropods Spiders and Other Arachnids Insects and Their Relatives Crustaceans Echinoderms Invertebrate Chordates Fish Amphibians Reptiles Birds Mammal Characteristics Diversity of Mammals Innate Behavior

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. *(Cont'd.)*	Learned Behavior Human Body Systems The Nervous System Divisions of the Nervous System The Senses Drugs and the Nervous System The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System Food and Nutrition The Process of Digestion The Excretory System The Endocrine System Human Endocrine Glands The Reproductive System Fertilization and Development Infectious Disease The Immune System Immune System Disorders The Environment and Your Health
9-10.WS.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
9-10.WS.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.3	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In science, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations that others can replicate them and (possibly) reach the same results.	
	Production and Distribution of Writing	
9-10.WS.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	What Is Biology? Biology in Your World Scientific Processes Tools and Procedures The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes What Is Ecology? Energy Flow in Ecosystems Cycles of Matter The Role of Climate What Shapes an Ecosystem? Biomes Aquatic Ecosystems Population Dynamics Human Populations Vanishing Species Conservation of Biodiversity Life Is Cellular Eukaryotic Cell Structure Cell Boundaries The Diversity of Cellular Life Cell Growth and Reproduction Control of the Cell Cycle The Need for Energy

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Cont'd.)*	Photosynthesis: Trapping the Sun's Energy Getting Energy to Make ATP The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics Meiosis Linkage and Gene Maps DNA Chromosomes and DNA Replication RNA and Protein Synthesis Mutations Gene Regulation Human Heredity Human Chromosomes Human Molecular Genetics Changing the Living World Cell Transformation Application of Genetic Engineering The Record of Life The Origin of Life Natural Selection and the Evidence for Evolution Mechanisms of Evolution Primate Adaptation and Evolution Human Ancestry Classification The Six Kingdoms Viruses Bacteria The Kingdom Protista Animallike Protists: Protozoans Plantlike Protists: Unicellular Algae

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Cont'd.)*	Plantlike Protists: Red, Brown, and Green Algae Funguslike Protists Characteristics of Fungi Fungal Diversity Fungal Partnerships Adapting to Life on Land Survey of the Plant Kingdom Nonvascular Plants Non-Seed Vascular Plants Plant Cells and Tissues Roots, Stems, and Leaves Plant Responses Life Cycles of Mosses, Ferns, and Conifers Flowers and Flowering Characteristics of Animals Animal Body Systems Sponges Cnidarians Flatworms and Roundworms Mollusks Annelids Features of Arthropods Spiders and Other Arachnids Insects and Their Relatives Crustaceans Echinoderms Invertebrate Chordates Fish Amphibians Reptiles Birds

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *(Cont'd.)*	Mammal Characteristics Diversity of Mammals Innate Behavior Learned Behavior Human Body Systems The Nervous System Divisions of the Nervous System The Senses Drugs and the Nervous System The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System Food and Nutrition The Process of Digestion The Excretory System The Endocrine System Human Endocrine Glands The Reproductive System Fertilization and Development Infectious Disease The Immune System Immune System Disorders The Environment and Your Health
9-10.WS.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	What Is Biology? Biology in Your World Scientific Processes Tools and Procedures The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes What Is Ecology? Energy Flow in Ecosystems Cycles of Matter The Role of Climate What Shapes an Ecosystem? Biomes Aquatic Ecosystems Population Dynamics Human Populations Vanishing Species Conservation of Biodiversity Life Is Cellular Eukaryotic Cell Structure Cell Boundaries The Diversity of Cellular Life Cell Growth and Reproduction Control of the Cell Cycle The Need for Energy Photosynthesis: Trapping the Sun's Energy Getting Energy to Make ATP The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. *(Cont'd.)*	Meiosis Linkage and Gene Maps DNA Chromosomes and DNA Replication RNA and Protein Synthesis Mutations Gene Regulation Human Heredity Human Chromosomes Human Molecular Genetics Changing the Living World Cell Transformation Application of Genetic Engineering The Record of Life The Origin of Life Natural Selection and the Evidence for Evolution Mechanisms of Evolution Primate Adaptation and Evolution Human Ancestry Classification The Six Kingdoms Viruses Bacteria The Kingdom Protista Animallike Protists: Protozoans Plantlike Protists: Unicellular Algae Plantlike Protists: Red, Brown, and Green Algae Funguslike Protists Characteristics of Fungi

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. *(Cont'd.)*	Fungal Diversity Fungal Partnerships Adapting to Life on Land Survey of the Plant Kingdom Nonvascular Plants Non-Seed Vascular Plants Plant Cells and Tissues Roots, Stems, and Leaves Plant Responses Life Cycles of Mosses, Ferns, and Conifers Flowers and Flowering Characteristics of Animals Animal Body Systems Sponges Cnidarians Flatworms and Roundworms Mollusks Annelids Features of Arthropods Spiders and Other Arachnids Insects and Their Relatives Crustaceans Echinoderms Invertebrate Chordates Fish Amphibians Reptiles Birds Mammal Characteristics Diversity of Mammals Innate Behavior

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. *(Cont'd.)*	Learned Behavior Human Body Systems The Nervous System Divisions of the Nervous System The Senses Drugs and the Nervous System The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System Food and Nutrition The Process of Digestion The Excretory System The Endocrine System Human Endocrine Glands The Reproductive System Fertilization and Development Infectious Disease The Immune System Immune System Disorders The Environment and Your Health

Standard ID	Standard Text	e2020 Lesson Name
	Research to Build and Present Knowledge	
9-10.WS.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
9-10.WS.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
9-10.WS.9	Draw evidence from informational texts to support analysis, reflection, and research.	
	Range of Writing	
9-10.WS.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	What Is Biology? Biology in Your World Scientific Processes Tools and Procedures The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes What Is Ecology? Energy Flow in Ecosystems Cycles of Matter The Role of Climate What Shapes an Ecosystem? Biomes Aquatic Ecosystems Population Dynamics Human Populations Vanishing Species Conservation of Biodiversity Life Is Cellular

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(Cont'd.)*	Eukaryotic Cell Structure Cell Boundaries The Diversity of Cellular Life Cell Growth and Reproduction Control of the Cell Cycle The Need for Energy Photosynthesis: Trapping the Sun's Energy Getting Energy to Make ATP The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics Meiosis Linkage and Gene Maps DNA Chromosomes and DNA Replication RNA and Protein Synthesis Mutations Gene Regulation Human Heredity Human Chromosomes Human Molecular Genetics Changing the Living World Cell Transformation Application of Genetic Engineering The Record of Life The Origin of Life Natural Selection and the Evidence for Evolution Mechanisms of Evolution Primate Adaptation and Evolution Human Ancestry

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(Cont'd.)*	Classification The Six Kingdoms Viruses Bacteria The Kingdom Protista Animallike Protists: Protozoans Plantlike Protists: Unicellular Algae Plantlike Protists: Red, Brown, and Green Algae Funguslike Protists Characteristics of Fungi Fungal Diversity Fungal Partnerships Adapting to Life on Land Survey of the Plant Kingdom Nonvascular Plants Non-Seed Vascular Plants Plant Cells and Tissues Roots, Stems, and Leaves Plant Responses Life Cycles of Mosses, Ferns, and Conifers Flowers and Flowering Characteristics of Animals Animal Body Systems Sponges Cnidarians Flatworms and Roundworms Mollusks Annelids Features of Arthropods Spiders and Other Arachnids

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(Cont'd.)*	Insects and Their Relatives Crustaceans Echinoderms Invertebrate Chordates Fish Amphibians Reptiles Birds Mammal Characteristics Diversity of Mammals Innate Behavior Learned Behavior Human Body Systems The Nervous System Divisions of the Nervous System The Senses Drugs and the Nervous System The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System Food and Nutrition The Process of Digestion The Excretory System The Endocrine System Human Endocrine Glands The Reproductive System Fertilization and Development Infectious Disease

Standard ID	Standard Text	e2020 Lesson Name
9-10.WS.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(Cont'd.)*	The Immune System Immune System Disorders The Environment and Your Health
B.1	**Cellular Chemistry** **Describe the basic molecular structure and function of the four major categories of organic compounds (carbohydrates, lipids, proteins and nucleic acids) essential to cellular function.**	
B.1.1	Describe the structure of the major categories of organic compounds that make up living organisms in terms of their building blocks and the small number of chemical elements (i.e., carbon, hydrogen, nitrogen, oxygen, phosphorous and sulfur) from which they are composed.	Carbon Compounds
	Describe how work done in cells is performed by a variety of organic molecules—especially proteins, whose functions depend on the sequence of their monomers and the consequent shape of the molecule.	
B.1.2	Understand that the shape of a molecule determines its role in the many different types of cellular processes (e.g., metabolism, homeostasis, growth and development, and heredity) and understand that the majority of these processes involve proteins that act as enzymes.	
B.1.3	Explain and give examples of how the function and differentiation of cells is influenced by their external environment (e.g., temperature, acidity and the concentration of certain molecules) and changes in these conditions may affect how a cell functions.	
B.2	**Cellular Structure** **Describe features that are common to all cells and contrast those with distinctive features that allow cells to carry out specific functions.**	
B.2.1	Describe features common to all cells that are essential for growth and survival. Explain their functions.	Eukaryotic Cell Structure Plant Cells and Tissues
B.2.2	Describe the structure of a cell membrane and explain how it regulates the transport of materials into and out of the cell and prevents harmful materials from entering the cell.	Cell Boundaries

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B.2.3	Explain that most cells contain mitochondria (the key sites of cellular respiration), where stored chemical energy is converted into useable energy for the cell. Explain that some cells, including many plant cells, contain chloroplasts (the key sites of photosynthesis) where the energy of light is captured for use in chemical work.	Eukaryotic Cell Structure
B.2.4	Explain that all cells contain ribosomes (the key sites for protein synthesis), where genetic material is decoded in order to form unique proteins.	Eukaryotic Cell Structure Plant Cells and Tissues
B.2.5	Explain that cells use proteins to form structures (e.g., cilia, flagella), which allow them to carry out specific functions (e.g., movement, adhesion and absorption).	Eukaryotic Cell Structure
B.2.6	Investigate a variety of different cell types and relate the proportion of different organelles within these cells to their functions.	Eukaryotic Cell Structure Plant Cells and Tissues
B.3	**Matter Cycles and Energy Transfer** **Describe how the sun's energy is captured and used to construct sugar molecules that can be used as a form of energy or serve as building blocks of organic molecules.**	
B.3.1	Describe how some organisms capture the sun's energy through the process of photosynthesis by converting carbon dioxide and water into high-energy compounds and releasing oxygen.	Photosynthesis: Trapping the Sun's Energy
B.3.2	Describe how most organisms can combine and recombine the elements contained in sugar molecules into a variety of biologically essential compounds by utilizing the energy from cellular respiration.	Getting Energy to Make ATP
B.3.3	Recognize and describe that metabolism consists of all of the biochemical reactions that occur inside cells, which include the production, modification, transport, and exchange of materials that are required for the maintenance of life.	Chemical Reactions and Enzymes

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	Diagram how matter and energy cycle through an ecosystem.	
B.3.4	Describe how matter cycles through an ecosystem by way of food chains and food webs and how organisms convert that matter into a variety of organic molecules to be used in part in their own cellular structures.	Energy Flow in Ecosystems
B.3.5	Describe how energy from the sun flows through an ecosystem by way of food chains and food webs and how only a small portion of that energy is used by individual organisms while the majority is lost as heat.	Energy Flow in Ecosystems
B.4	**Interdependence**	
	Describe the relationship between living and nonliving components of ecosystems and describe how that relationship is in flux due to natural changes and human actions.	
B.4.1	Explain that the amount of life environments can support is limited by the available energy, water, oxygen and minerals and by the ability of ecosystems to recycle the remains of dead organisms.	Population Dynamics
B.4.2	Describe how human activities and natural phenomena can change the flow and of matter and energy in an ecosystem and how those changes impact other species.	Vanishing Species
B.4.3	Describe the consequences of introducing non-native species into an ecosystem and identify the impact it may have on that ecosystem.	Vanishing Species
B.4.4	Describe how climate, the pattern of matter and energy flow, the birth and death of new organisms, and the interaction between those organisms contribute to the long-term stability of an ecosystem.	Population Dynamics Human Populations
B.5	**Molecular Basis of Heredity**	
	Describe the basic structure of DNA and how this structure enables DNA to function as the hereditary molecule that directs the production of RNA and proteins.	
B.5.1	Describe the relationship between chromosomes and DNA along with their basic structure and function.	DNA Chromosomes and DNA Replication

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B.5.2	Describe how hereditary information passed from parents to offspring is encoded in the regions of DNA molecules called genes.	Human Heredity
B.5.3	Describe the process by which DNA directs the production of protein within a cell.	RNA and Protein Synthesis Gene Regulation
	Understand that proteins largely determine the traits of an organism.	
B.5.4	Explain how the unique shape and activity of each protein is determined by the sequence of its amino acids.	Carbon Compounds
B.5.5	Understand that proteins are responsible for the observable traits of an organism and for most of the functions within an organism.	Carbon Compounds
B.5.6	Recognize that traits can be structural, physiological or behavioral and can include readily observable characteristics at the organismal level or less recognizable features at the molecular and cellular level.	The Work of Gregor Mendel Exploring Mendelian Genetics Human Heredity
B.6	**Cellular Reproduction** **Explain the processes (i.e., mitosis and meiosis) by which new cells are formed from existing cells and how in multicellular organisms groups of cells cooperate to perform essential functions within the organisms.**	
B.6.1	Describe the process of mitosis and explain that this process ordinarily results in daughter cells with a genetic make-up identical to the parent cells.	Cell Growth and Reproduction
B.6.2	Understand that most cells of a multicellular organism contain the same genes but develop from a single cell (e.g., a fertilized egg) in different ways due to differential gene expression.	The Diversity of Cellular Life

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B.6.3	Explain that in multicellular organisms the zygote produced during fertilization undergoes a series of cell divisions that lead to clusters of cells that go on to specialize and become the organism's tissues and organs.	The Diversity of Cellular Life Fertilization and Development
	Explain the cellular processes that occur to generate natural genetic variations between parents and offspring.	
B.6.4	Describe and model the process of meiosis and explain the relationship between the genetic make-up of the parent cell and the daughter cells (i.e., gametes).	Meiosis
B.6.5	Explain how in sexual reproduction that crossing over, independent assortment and random fertilization result in offspring that are genetically different from the parents.	Linkage and Gene Maps
B.7	**Genetics** **Explain how the genetic information from parents determines the unique characteristics of their offspring.**	
B.7.1	Distinguish between dominant and recessive alleles and determine the phenotype that would result from the different possible combinations of alleles in an offspring.	The Work of Gregor Mendel Probability and Punnett Squares
B.7.2	Describe dominant, recessive, codominant, sex-linked, incompletely dominant, multiply allelic and polygenic traits and illustrate their inheritance patterns over multiple generations.	The Work of Gregor Mendel Probability and Punnett Squares Exploring Mendelian Genetics
B.7.3	Determine the likelihood of the appearance of a specific trait in an offspring given the genetic make-up of the parents.	Probability and Punnett Squares Exploring Mendelian Genetics

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B.7.4	Explain the process by which a cell copies its DNA and identify factors that can damage DNA and cause changes in its nucleotide sequence.	Chromosomes and DNA Replication RNA and Protein Synthesis Mutations
B.7.5	Explain and demonstrate how inserting, substituting or deleting segments of a DNA molecule can alter a gene, how that gene is then passed to every cell that develops from it and how the results may be beneficial, harmful or have little or no effect on the organism.	Mutations
B.8	**Evolution** **Describe how biochemical, fossil, anatomical, developmental, and genetic findings are used to determine relationships among organisms and how those relationships are then used to produce modern classification systems.**	
B.8.1	Explain how anatomical and molecular similarities among organisms suggests that life on earth began as simple, one-celled organisms about 4 billion years ago and multicellular organisms evolved later.	The Origin of Life Natural Selection and the Evidence for Evolution
B.8.2	Explain how organisms are classified and named based on their evolutionary relationships into taxonomic categories.	Primate Adaptation and Evolution Classification The Six Kingdoms
B.8.3	Use anatomical and molecular evidence to establish evolutionary relationships among organisms.	Human Ancestry The Six Kingdoms

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B.8.4	Understand that molecular evidence supports the anatomical evidence for these evolutionary relationships and provides additional information about the order in which different lines of descent branched.	Natural Selection and the Evidence for Evolution Human Ancestry The Six Kingdoms
	Describe how modern evolutionary theory provides an explanation of the history of life on earth and the similarities among organisms that exist today.	
B.8.5	Describe how organisms with beneficial traits are more likely to survive, reproduce, and pass on their genetic information due to genetic variations, environmental forces and reproductive pressures.	Natural Selection and the Evidence for Evolution
B.8.6	Explain how genetic variation within a population (i.e., a species) can be attributed to mutations as well as random assortments of existing genes.	Exploring Mendelian Genetics Mutations
B.8.7	Describe the modern scientific theory of the origins and history of life on earth and evaluate the evidence that supports it.	The Origin of Life Natural Selection and the Evidence for Evolution
1.AP	**Levels of Organization in the Human Body: Cellular** **Describe the different forms of cellular transport within the cell and across the plasma membrane.**	
AP.1.1	Compare and contrast diffusion and osmosis, facilitated diffusion, active transport, endocytosis, and exocytosis.	Cell Boundaries
AP.1.2	Define homeostasis, its principal mechanisms at the cellular level and the consequences of failure to maintain homeostasis.	Human Body Systems

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AP.1.3	Describe the importance of proteins in cell function and structure. Give specific examples of proteins and their functions and describe how proteins are synthesized.	Carbon Compounds RNA and Protein Synthesis
	Discuss the stages and processes of somatic cell division and investigate cellular differentiation in the course of development and in the adult body.	
AP.1.4	Review the stages of mitosis and discuss differences in lifespan among various types of terminally differentiated cells.	Cell Growth and Reproduction
2.AP	**Levels of Organization in the Human Body: Tissue and Organs**	
	Examine the role of adhesion molecules and how these contribute to tissue formation.	
AP.2.1	Explain the interactions that exist among cells within multicellular organisms to produce tissues and organs with distinct functions.	The Diversity of Cellular Life Cell Growth and Reproduction
	Analyze the relationships among and the histology and physiological functions of tissues and their cellular and biochemical composition.	
AP.2.2	Compare and contrast the structure, function and location of cells that make up the various types of muscle tissue, nerve tissue and connective tissue.	Human Body Systems
AP.2.3	Describe the general cellular structure of an epithelium, including the basement membrane. Describe the different types and locations of epithelia.	Human Body Systems
AP.2.4	Describe endocrine and exocrine glands and their development from glandular epithelium.	The Endocrine System Human Endocrine Glands

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AP.2.5	Describe the body cavities, their membranes, and the organs within each cavity and their role in the functioning of the body. Describe the major organ systems and their role in the functioning of the body.	Human Body Systems The Nervous System Divisions of the Nervous System The Senses The Skeletal System The Muscular System The Integumentary System The Circulatory System Blood and the Lymphatic System The Respiratory System The Process of Digestion The Excretory System The Endocrine System The Reproductive System The Immune System
3.AP	**Movement and Support in the Human Body: The Integumentary System** **Analyze the structures of the skin, including skin layers as well as accessory structures (e.g., hair follicles, glands and nails).**	
AP.3.1	Describe the structure of the skin, including the hypodermis, dermis and the layers of the epidermis.	The Integumentary System
AP.3.2	Describe the accessory structures of the skin (i.e., hairs, nails and glands).	The Integumentary System
	Describe the function of the integumentary system and the cause and effect of diseases associated with the integumentary system.	
AP.3.3	Describe the important physiological functions of the skin.	The Integumentary System
AP.3.4	Evaluate the cause and effect of diseases associated with the integumentary system.	The Integumentary System

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4.AP	**Movement and Support in the Human Body: The Skeletal System**	
	Describe the structure, development, growth and functions of bones.	
AP.4.1	Describe the structure of a typical long bone and indicate how each part functions in the physiology and growth of the bone.	The Skeletal System
AP.4.2	Distinguish the axial from the appendicular skeleton and name the major bones of each. Locate and identify the bones and the major features of the bones that make up the skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle and lower limb.	The Skeletal System
AP.4.3	Compare and contrast the microscopic organization of compact (i.e., cortical) bone and spongy (i.e., trabecular) bone.	The Skeletal System
AP.4.4	Describe the major types of joints in terms of their mobility and the tissues that hold them together.	The Skeletal System
AP.4.5	Analyze and describe the effects of pressure, movement, torque, tension and elasticity on the human body.	The Skeletal System
5.AP	**Movement and Support in the Human Body: The Muscular System**	
	Describe the physiology and structure of skeletal, smooth and cardiac muscle as they interact to provide movement and support of the human body.	The Muscular System
	Compare and contrast the microscopic structure, organization, functions and molecular basis of contraction in skeletal, smooth and cardiac muscle.	
AP.5.1	Name the components of a skeletal muscle fiber and describe their functions. Describe how the thin and thick filaments are organized in the sarcomere.	The Muscular System
AP.5.2	Explain the molecular processes and biochemical mechanisms that provide energy for muscle contraction and relaxation.	The Muscular System

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AP.5.2	Describe a motor unit and its importance in controlling the force and velocity of muscle contraction. Describe the neuromuscular junction and the neurotransmitter released at the neuromuscular junction.	
AP.5.3	Distinguish between isotonic and isometric contractions of skeletal muscle; cite examples of each and discuss how the forces generated in muscle contraction are amplified by the use of levers.	
AP.5.4	Identify the major muscles on a diagram of the body's musculature, through dissection or both. Describe the movements associated with each muscle.	
AP.5.5	Explain what is meant by muscular hypertrophy and atrophy and discuss causes of these processes.	
6.AP	**Integration and Coordination in the Human Body: The Nervous System**	
	Recognize that the nervous system consists of two parts: the peripheral nervous system and the central nervous system. Understand the structure and function of each.	Divisions of the Nervous System
	Recognize uses of contemporary electrophysiological technologies (e.g. electroencephalogram, electrocardiogram, transcutaneous electrical nerve stimulation and cardioversion).	
AP.6.1	Distinguish the structures of the various types of neurons. Diagram the structure of a motor neuron and explain the function of each of its parts.	The Nervous System
AP.6.2	Describe the different types of neuroglia. Describe the function of oligodendrocytes and Schwann cells. Describe the structure and function of the myelin sheath and the role that Schwann cells play in myelin and in regeneration of a severed axon.	The Nervous System
AP.6.3	Discuss mathematically the origin of the resting potential. Refer to transcellular gradients of sodium and potassium ions, the "permeability" of the plasma membrane to these ions, and the intracellular concentration of negatively-charged proteins.	The Nervous System
AP.6.4	Explain the changes in membrane potential during the action potential and their relationship to the number of open channels for sodium and potassium ions.	The Nervous System

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AP.6.5	Explain the role of excitatory and inhibitory neurotransmitters. Explain why is it important to remove a neurotransmitter from its site of action and describe two mechanisms for removal.	The Nervous System
AP.6.6	Describe the meninges of brain and spinal cord. Describe the cerebral ventricles and their interconnections. Describe the secretion, flow pathways, absorption, locations and functions of cerebrospinal fluid.	Divisions of the Nervous System
AP.6.7	Discuss the functions of the spinal cord. Describe the five segments (i.e., regions) of the spinal cord and explain its organization in terms of gray matter; white matter; and dorsal and ventral roots.	Divisions of the Nervous System
AP.6.8	Discuss the components and broad function of the brain stem and the diencephalon. Describe and give the functions of the various structures that make up the cerebrum including the cerebral cortex and its anatomical divisions, the cerebral components of the basal ganglia, and the corpus callosum.	Divisions of the Nervous System
AP.6.9	Describe the structure and functions of the cerebellum and its nuclei regarding postural control, smooth coordination of movements and motor learning.	Divisions of the Nervous System
AP.6.10	Describe the major characteristics of the autonomic nervous system and contrast its efferent pathways with those of somatic nervous system. Compare and contrast the actions, origins and pathways of nerve fibers in the parasympathetic and sympathetic divisions of the autonomic nervous system including their associated ganglia and neurotransmitters.	Divisions of the Nervous System
7.AP	**Integration and Coordination in the Human Body: Somatic and Special Senses** Distinguish between somatic senses and special senses and classify sensory receptors according to the types of stimuli that activate them.	
AP.7.1	Explain how information on stimulus intensity and stimulus quality is signaled to the brain.	The Senses
AP.7.2	Explain what is meant by sensory receptor adaptation and give examples related to everyday experience.	

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AP.7.3	Describe the structure, function and location of olfactory and taste receptor cells.	The Senses
AP.7.4	Identify and describe the parts of the eye. Describe the cells found in the neural retina and the functional dependence of the rods and cones on the pigmented epithelium (i.e., the non-neural retina).	The Senses
AP.7.5	Compare the structures of rods and cones, describe the fovea and its function, and discuss the relationship of rods and cones to visual acuity, night vision, dark-adaptation, color vision and color blindness.	The Senses
AP.7.6	Describe the three regions of the ear. Distinguish the structure and function of the vestibular apparatus from the auditory apparatus. Describe how sound is transmitted from the external auditory meatus to the cochlea.	The Senses
AP.7.7	Explain how the hair cells in the vestibular apparatus and cochlea respond to head tilt, linear acceleration, rotation and sound.	The Senses
8.AP	**Integration and Coordination in the Human Body: The Endocrine System** **Understand the structure and function of the endocrine system in relation to homeostasis, Include a discussion of the specific role of hormones and distinguish between the endocrine glands and endocrine secretory cells found in other organs.**	
AP.8.1	Discuss the difference between an endocrine gland and an exocrine gland.	The Endocrine System
AP.8.2	Explain the nature of a hormone and the importance of the endocrine system in relation to digestion and metabolism, homeostasis, growth, development, and reproduction.	The Endocrine System
AP.8.3	Identify the chemical classes to which important hormones belong and explain that some hormones act via second messengers.	The Endocrine System
AP.8.4	Discuss chemical signals that can control hormone secretion.	The Endocrine System

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AP.8.5	Describe the structure and hormones of the hypothalamus-pituitary complex and the function of these hormones in controlling the thyroid, gonads and adrenal cortex. Describe the structure of these glands and the functions of the hormones secreted by them.	Human Endocrine Glands
AP.8.6	For glands that are not under the control of the hypothalamus-pituitary complex, describe their structure, the hormones they secrete and their function, and the stimuli for secretion.	Human Endocrine Glands
AP.8.7	Discuss how the hypothalamus-pituitary complex, the sympathetic nervous system, the adrenal medulla and the adrenal cortex are all involved in the body's response to stress.	Human Endocrine Glands
AP.8.8	Explain how the cells of the adrenal medulla supplement the actions of the autonomic nervous system.	Human Endocrine Glands
9.AP	**Transport in the Human Body: The Blood**	
	Define hemostasis and how it is achieved.	
	Analyze the functions of blood including its role in responding to invading microorganisms, its defense mechanisms (e.g., acute inflammation) and the immune response.	
AP.9.1	Distinguish whole blood from plasma and serum. Classify and explain the functions of the formed elements found in blood and describe where they are produced.	Blood and the Lymphatic System
AP.9.2	Describe how erythropoietin regulates red blood cell production.	
AP.9.3	Explain the ABO blood types and their significance in blood transfusion.	
AP.9.4	Describe the basic processes in blood clotting.	Blood and the Lymphatic System

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10.AP	**Transport in the Human Body: The Cardiovascular System**	
	Identify and locate the organs of the cardiovascular system and discuss their functions.	The Circulatory System
	Analyze the cardiac cycle and explain how it is controlled.	
AP.10.1	Describe the layers found in the walls of blood vessels and discuss the relative prominence of these layers in the different types of blood vessels. Include an analysis of vasoconstriction and vasodilation and their importance in controlling blood flow through tissues. Describe both the venous pump and varicose veins.	
AP.10.2	Diagram the structure of a capillary bed and explain how materials move in and out of capillaries.	The Circulatory System
AP.10.3	Describe the heart and include the pericardium, the layers in its wall, the four chambers, the valves, and the great vessels entering and leaving the heart. Describe the major arteries branching off from the aorta and the regions they supply. Describe the major veins entering the superior and inferior venae cavae. Explain with diagrams how the heart valves ensure one-way blood flow during systole and diastole. Discuss the heart sounds and the points in the cardiac cycle when they are heard.	The Circulatory System
AP.10.4	Discuss the importance of the baroreceptor reflex in the regulation of blood pressure. Explain what is meant by hypertension and mention some of the dangers associated with it.	
AP.10.5	Describe how the action potential of a cardiac muscle cell differs from that of a neuron. Describe the importance of calcium ion influx during the plateau phase of the action potential. Discuss the functioning of pacemaker cells and the how the wave of depolarization is transmitted to the ventricles.	
AP.10.6	Explain the adjustment of the cardiovascular system to exercise and how it relates to hemorrhage. Contrast changes in the distribution of blood flow and cardiac output and explain the importance of the sympathetic branch of the autonomic nervous system in these responses.	

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11.AP	**Transport in the Human Body: The Lymphatic System and Immune Mechanisms**	
	Identify and locate major organs of the lymphatic system and discuss their functions.	Blood and the Lymphatic System
	Illustrate lines of defense including the cellular and non-cellular components of the immune system.	
AP.11.1	Discuss the major anatomical structures and functions of the lymphatic system including the lymphatic vessels, the structure and major groupings of lymph nodes, and the structures and functions of the spleen, thymus and bone marrow.	Blood and the Lymphatic System
AP.11.2	Discuss the different types of pathogens and outline the strategies the body uses to protect itself from them. Compare and contrast non-specific, innate or natural immunity from specific or acquired immunity.	Infectious Disease The Immune System
AP.11.3	Describe the mechanisms of the acute inflammatory response, its causes and the role of chemical signaling molecules.	The Immune System
AP.11.4	Describe the development and maturation of B- and T-lymphocytes. Discuss why the development of self-tolerance is important.	
AP.11.5	Define and discuss antigens, antibodies and complement.	The Immune System
12.AP	**Absorption and Excretion in the Human Body: The Digestive System**	
	Identify and locate major and accessory organs of the digestive system and discuss their functions.	The Process of Digestion
	Analyze the digestive processes from ingestion to defecation.	
AP.12.1	Describe the functions of all the structural components and enzymes of the gastrointestinal tract and accessory organs in relation to the processing, digesting, and absorbing of the three major food classes.	The Process of Digestion
AP.12.2	Explain the roles of the lacteals and the hepatic portal vein in transporting the products of digestion.	
AP.12.3	Describe the regulation of the enzyme and bicarbonate content of the pancreatic juice.	The Process of Digestion

Standard ID	Standard Text	e2020 Lesson Name
AP.12.4	Explain the difference between metabolic and respiratory acidosis and alkalosis.	
AP.12.5	Describe the microscopic anatomy of the liver and its relationship to the functions of the liver.	The Process of Digestion
13.AP	**Absorption and Excretion in the Human Body: The Respiratory System**	
	Identify and locate major organs of the respiratory system and discuss their functions.	The Respiratory System
	Analyze the breathing processes (i.e., inspiration, expiration, respiratory volumes and capacities).	
AP.13.1	Contrast inspiration and expiration (i.e., quiet and forced) and explain the role of various muscles and of lung elasticity in this process.	The Respiratory System
AP.13.2	Compare the percentages of the oxygen and carbon dioxide in the external air to the percentages in the alveolar and the pulmonary capillaries. Explain the meaning of partial pressure.	The Respiratory System
AP.13.3	Explain the use of the spirometer and describe the data it generates in a spirogram.	
AP.13.4	Describe the neuronal networks controlling respiration. Contrast and compare the chemoreceptors involved in control of respiration and the stimuli to which they respond. Explain how these receptors affect ventilation under conditions of low arterial oxygen partial pressure, high arterial carbon dioxide and low arterial pH.	The Respiratory System
14.AP	**Absorption and Excretion in the Human Body: The Urinary System**	
	Identify and locate major organs of the urinary system and discuss their functions.	The Excretory System
	Understand the function of the kidneys in relation to homeostatic control of bodily fluids, blood pressure and erythrocyte production.	
AP.14.1	Describe the external and internal structure of the kidney. Describe the parts of a nephron and how it is involved in the three steps in the production of urine. Compare the composition of plasma and ultrafiltrate and discuss the percentages of filtered water, sodium and glucose normally reabsorbed by the kidney tubules.	The Excretory System
AP.14.2	Explain the importance of the juxtaglomerular cells in the secretion of renin and how it plays a central role in controlling blood pressure by controlling blood levels of angiotensin and aldosterone.	

Standard ID	Standard Text	e2020 Lesson Name
AP.14.3	Explain the neural basis of micturition including the function of the sphincters associated with the male and female urethra.	
AP.14.4	Discuss how the volume of body fluid is determined by the balance between ingested and metabolic water on the one hand and water lost in the urine, respiration, feces and sweating on the other hand.	
AP.14.5	Describe how the kidneys respond to excess water intake and to dehydration. Explain the role of antidiuretic hormone and of other hormones that control sodium and water absorption in the kidney.	The Excretory System
AP.14.6	Describe how food and metabolic processes add acid to the body fluids. Recognize how chemical buffers, the lungs and the kidneys interact in protecting the body against lethal changes of pH.	
15.AP	**Life Cycle in the Human Body: The Reproductive System**	
	Identify and locate major and accessory organs of the female and male reproductive systems and discuss their functions (e.g., oogenesis and spermatogenesis).	The Reproductive System
	Discuss the role of hormones in the reproductive system.	
AP.15.1	Discuss the anatomy and physiology of the male and female reproductive systems.	The Reproductive System
AP.15.2	Compare and contrast oogenesis and spermatogenesis. Distinguish between diploid germ cells and haploid or monoploid sex cells.	
AP.15.3	Describe the hormones of the gonads, their cellular origins and their functions. Explain the functions of the gonadotropins FSH and LH in males and females.	The Reproductive System
AP.15.4	Explain what is happening during the follicular, ovulatory and luteal phases of the menstrual cycle. Describe how estradiol and progesterone released by the ovaries are responsible for the phases that the uterus goes through during the menstrual cycle.	The Reproductive System
AP.15.5	Describe how spermatozoa move through the female reproductive tract and describe the process of fertilization.	Fertilization and Development

Standard ID	Standard Text	e2020 Lesson Name
AP.15.6	Explain the differences among a dikaryon zygote, a zygote, a morula and a blastocyst. Recognize that the implanted blastocyst secretes human gonadotropin, which prolongs the life of the corpus luteum and therefore maintains progesterone secretion. Describe the process of implantation and development of the placenta, the substances that move across it and the role of the placenta in maintaining the fetus.	Fertilization and Development
AP.15.7	Describe the changes in the breast leading to lactation, the hormonal events that initiate milk secretion, the maintenance of milk secretion by the breasts and the milk ejection reflex.	
NS	**Scientific knowledge is scientists' best explanations for the data from many investigations. Ideas about objects in the microscopic world that we cannot directly sense are often understood in terms of concepts developed to understand objects in the macroscopic world that we can see and touch. Student work should align with this process of science and should be guided by those principles. Students should also understand that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. These concepts should be woven throughout daily work.**	
NS.1	Develop explanations based on reproducible data and observations gathered during laboratory investigations.	Scientific Processes
NS.2	Recognize that their explanations must be based both on their data and other known information from investigations of others.	
NS.3	Clearly communicate their ideas and results of investigations verbally and in written form using tables, graphs, diagrams and photographs.	
NS.4	Regularly evaluate the work of their peers and in turn have their work evaluated by their peers.	
NS.5	Apply standard techniques in laboratory investigations to measure physical quantities in appropriate units and convert quantities to other units as necessary.	Tools and Procedures

Standard ID	Standard Text	e2020 Lesson Name
NS.6	Use analogies and models (mathematical and physical) to simplify and represent systems that are difficult to understand or directly experience due to their size, time scale or complexity. Recognize the limitations of analogies and models.	Population Dynamics
NS.7	Focus on the development of explanatory models based on their observations during laboratory investigations.	Population Dynamics
NS.8	Explain that the body of scientific knowledge is organized into major theories, which are derived from and supported by the results of many experiments and allow us to make testable predictions.	Scientific Processes Life Is Cellular Natural Selection and the Evidence for Evolution Infectious Disease
NS.9	Recognize that new scientific discoveries often lead to a re-evaluation of previously accepted scientific knowledge and of commonly held ideas.	Viruses
NS.10	Describe how scientific discoveries lead to the development of new technologies and conversely how technological advances can lead to scientific discoveries through new experimental methods and equipment.	Viruses
NS.11	Explain how scientific knowledge can be used to guide decisions on environmental and social issues.	Biology in Your World

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
R	**Reading**		
RL	**Literature**		
	Key Ideas and Details		
RL.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
		Language Arts 9 - ELA2064	Short Story: "The Cask of Amontillado" by Edgar Allan Poe
			Short Story: "The Gift of the Magi" by O. Henry
RL.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
		Language Arts 9 - ELA2064	Short Story: "To Build a Fire" by Jack London
			Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya
RL.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
		Language Arts 9 - ELA2064	Skills Lesson: Characterization
			Short Story: "The Gift of the Magi" by O. Henry
			Short Story: "A Christmas Memory" by Truman Capote

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
	Craft and Structure		
RL.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
		Language Arts 9 - ELA2064	Skills Lesson: Word Choice, Voice, and Tone
			Short Story: "Daughter of Invention" by Julia Alvarez
			Short Story: "Harrison Bergeron" by Kurt Vonnegut
RL.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		
		Language Arts 9 - ELA2064	Short Story: "The Most Dangerous Game" by Richard Connell
			Fairy Tale: Godfather Death
RL.CCR.6	Assess how point of view or purpose shapes the content and style of a text.		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		
		Language Arts 9 - ELA2064	The Maori: Genealogies and Origins in New Zealand
			The Raven and the First Men: The Beginnings of the Haida
			Enuma Elish and Marduk's Reign
			The Beginnings of the Maasai
	Integration of Knowledge and Ideas		
RL.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		
		Language Arts 9 - ELA2064	Media Literacy: Medium Matters

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
RL.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RL.9-10.8	(Not applicable to literature)		
RL.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
		Language Arts 9 - ELA2064	Romeo and Juliet, 1.1-1.2
			Romeo and Juliet, 1.3-1.4
			Romeo and Juliet, 1.5
			Romeo and Juliet, 2.3-2.6
			Romeo and Juliet, 3.1-3.2
			Romeo and Juliet, 3.3-3.5
	Range of Reading and Level of Text Complexity		
RL.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.		
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.		
		Language Arts 9 - ELA2064	Short Story: "The Cask of Amontillado" by Edgar Allan Poe
			Short Story: "The Gift of the Magi" by O. Henry
			Short Story: "The Scarlet Ibis" by James Hurst
			Short Story: "Marigolds" by Eugenia Collier
			Poem: "Caged Bird" by Maya Angelou
			Poem: "Jabberwocky" by Lewis Carroll
			The Raven and the First Men: The Beginnings of the Haida
			Introduction to The Odyssey
			Prologue to Romeo and Juliet

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
RI	**Informational Text**		
	Integration of Knowledge and Ideas		
	Key Ideas and Details		
RI.CCR.1	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**		
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
		Language Arts 9 - ELA2064	Short Story: "The Cask of Amontillado" by Edgar Allan Poe
			Short Story: "The Gift of the Magi" by O. Henry
RI.CCR.2	**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**		
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
		Language Arts 9 - ELA2064	Reading Strategy Lesson: Summarizing
			The Raven and the First Men: The Beginnings of the Haida
RI.CCR.3	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**		
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
		Language Arts 9 - ELA2064	Short Story: "The Red-headed League" by Arthur Conan Doyle
	Craft and Structure		
RI.CCR.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**		
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
		Language Arts 9 - ELA2064	Short Story: "The Most Dangerous Game" by Richard Connell

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
RI.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
		Language Arts 9 - ELA2064	Reading Strategy Lesson: Locating Information and Text Structure
RI.CCR.6	Assess how point of view or purpose shapes the content and style of a text.		
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
		Language Arts 9 - ELA2064	Autobiography: from Black Boy by Richard Wright
			Autobiography: from My Story by Rosa Parks
			Speech: "I Am Prepared to Die" by Nelson Mandela
RI.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		
		Language Arts 9 - ELA2064	Media Literacy: Defining and Comparing Media
RI.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.		
		Language Arts 9 - ELA2064	Skills Lesson: Evaluating Arguments
RI.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		
		Language Arts 9 - ELA2064	Wartime Columns: Ernie Pyle

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
	Range of Reading and Level of Text Complexity		
RI.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.		
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.		
		Language Arts 9 - ELA2064	Autobiography: from My Story by Rosa Parks
			Wartime Columns: Ernie Pyle
			Cultural Diversity: Selected Articles and Essays
			Personal Accounts: Views from Space
			Nonfiction Text: "Save the Redwoods " by John Muir and from Silent Spring by Rachel Carson
			Nonfiction Text: War Propaganda
W	**Writing**		
	Text Types and Purposes		
W.CCR.1	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**		
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		
		Language Arts 9 - ELA2064	Writing: Persuasive - A Global Language
			Writing: Persuasive - Advertising on School Grounds
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.		
		Language Arts 9 - ELA2064	Writing: Persuasive - A Global Language
			Writing: Persuasive - Advertising on School Grounds
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
		Language Arts 9 - ELA2064	Writing: Persuasive - A Global Language
			Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
		Language Arts 9 - ELA2064	Writing: Persuasive - A Global Language
			Writing: Persuasive - Advertising on School Grounds
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.		
		Language Arts 9 - ELA2064	Writing: Persuasive - A Global Language
			Writing: Persuasive - Advertising on School Grounds
W.CCR.2	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**		
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages
W.CCR.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**		
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
		Language Arts 9 - ELA2064	Writing: Creative Narrative - Boy Reading
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		
		Language Arts 9 - ELA2064	Writing: Creative Narrative - Boy Reading
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
		Language Arts 9 - ELA2064	Writing: Creative Narrative - Boy Reading
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		
		Language Arts 9 - ELA2064	Writing: Creative Narrative - Boy Reading
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
		Language Arts 9 - ELA2064	Writing: Creative Narrative - Boy Reading
	Production and Distribution of Writing		
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
		Language Arts 9 - ELA2064	The Writing Process
W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
		Language Arts 9 - ELA2064	The Writing Process
W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
		Language Arts 9 - ELA2064	The Writing Process

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
	Research to Build and Present Knowledge		
W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
		Language Arts 9 - ELA2064	The Roots of Research: Topic, Thesis, and Plan
W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
		Language Arts 9 - ELA2064	Research: Finding and Evaluating Sources
W.CCR.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.9-10.9.a	Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").		
		Language Arts 9 - ELA2064	Writing: Literary Analysis - "After Twenty Years"
			Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet*?
W.9-10.9.b	Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
	Range of Writing		
W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
		Language Arts 9 - ELA2064	Writing: Informative - Comparing Marketing Messages
			Writing: Literary Analysis - "After Twenty Years"
			Writing: Creative Narrative - Boy Reading
			Writing: Poetry Analysis - "Remember" by Joy Harjo
			Writing: Research Paper - The Holocaust: Systems of Persecution
			Writing: Persuasive - A Global Language
			Writing: Process - Everyday Dangers
			Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ?
			Writing: Persuasive - Advertising on School Grounds
SL	**Speaking and Listening**		
	Comprehension and Collaboration		
SL.CCR.1	**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**		
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		
		Language Arts 9 - ELA2064	Communication: What is Communication?
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		
		Language Arts 9 - ELA2064	Communication: What is Communication?

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.		
		Language Arts 9 - ELA2064	Communication: What is Communication?
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
		Language Arts 9 - ELA2064	Communication: What is Communication?
SL.CCR.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		
		Language Arts 9 - ELA2064	Media Literacy: Defining and Comparing Media
SL.CCR.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
		Language Arts 9 - ELA2064	Media Literacy: Media Bias and the Power of Language
	Presentation of Knowledge and Ideas		
SL.CCR.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.		
		Language Arts 9 - ELA2064	Communication: What is Communication?
SL.CCR.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
SL.CCR.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
		Language Arts 9 - ELA2064	Communication: What is Communication?

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
L	**Language**		
	Vocabulary Acquisition and Use		
	Conventions of Standard English		
L.CCR.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**		
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.9-10.1.a	Use parallel structure.		
		Language Arts 9 - ELA2064	Grammar: Writing Effective Sentences
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.		
		Language Arts 9 - ELA2064	Grammar: Phrases and Clauses
L.CCR.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**		
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.		
		Language Arts 9 - ELA2064	Grammar: Fragments, Run-ons, and Comma Splices
			Grammar: Sentence Structure
L.9-10.2.b	Use a colon to introduce a list or quotation.		
		Language Arts 9 - ELA2064	Grammar: Punctuation
L.9-10.2.c	Spell correctly.		
		Language Arts 9 - ELA2064	Grammar: Worldly Words: English as a Multicultural Language
	Knowledge of Language		
L.CCR.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**		
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		
		Language Arts 9 - ELA2064	Citations: In Others' Words

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
L.CCR.4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**		
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.		
L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
		Language Arts 9 - ELA2064	Short Story: "The Cask of Amontillado" by Edgar Allan Poe
			Short Story: "A Christmas Memory" by Truman Capote
			Fairy Tale: Godfather Death
L.9-10.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).		
		Language Arts 9 - ELA2064	Grammar: Greek Roots and Affixes
L.9-10.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.		
		Language Arts 9 - ELA2064	Short Story: "The Red-headed League" by Arthur Conan Doyle
			Autobiography: from Black Boy by Richard Wright
L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
		Language Arts 9 - ELA2064	Short Story: "The Red-headed League" by Arthur Conan Doyle
			Short Story: "The Cask of Amontillado" by Edgar Allan Poe
L.CCR.5	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**		
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.		
		Language Arts 9 - ELA2064	Romeo and Juliet, 3.1-3.2

Standard ID	Standard Text	E2020 Course Name	E2020 Lesson Name
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.		
		Language Arts 9 - ELA2064	Short Story: "The Most Dangerous Game" by Richard Connell
			Short Story: "Marigolds" by Eugenia Collier
L.CCR.6	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**		
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
		Language Arts 9 - ELA2064	Short Story: "The Red-headed League" by Arthur Conan Doyle
			Autobiography: from Black Boy by Richard Wright

Standard ID	Standard Text	E2020 Lesson Name
R	**Reading**	
RL	**Literature**	
	Key Ideas and Details	
RL.CCR.1	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Short Story: "The Cask of Amontillado" by Edgar Allan Poe Short Story: "The Gift of the Magi" by O. Henry Reading Strategy Lesson: Previewing and Making Predictions Short Story: "A Christmas Memory" by Truman Capote Short Story: "Initiation" by Sylvia Plath Reading Strategy Lesson: Making Inferences Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya Short Story: "Harrison Bergeron" by Kurt Vonnegut from *The Odyssey* -The Wanderings: The Cyclops from *The Odyssey* - The Wanderings: The Enchantress Circe and The Land of the Dead from *The Odyssey* - Coming Home: The Meeting of Father and Son, The Beggar, and The Faithful Dog Romeo and Juliet, 1.1-1.2 Romeo and Juliet, Prologue and 2.1-2.2

Standard ID	Standard Text	E2020 Lesson Name
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(Cont'd.)*	Romeo and Juliet, Act 4 Romeo and Juliet, Act 5
RL.CCR.2	**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Short Story: "The Necklace" by Guy de Maupassant Reading Strategy Lesson: Previewing and Making Predictions Short Story: "Initiation" by Sylvia Plath Skills Lesson: Theme Through Literary Elements Short Story: "To Build a Fire" by Jack London Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya Skills Lesson: Aesthetic Qualities Fairy Tale: Godfather Death Short Story: "Marigolds" by Eugenia Collier Writing: Literary Analysis - "After Twenty Years" Short Story: "Daughter of Invention" by Julia Alvarez Poetry: "Fences" (Mora) & "The Legend" (Hongo) Reading Strategy Lesson: Monitoring Understanding Poem: "Caged Bird" by Maya Angelou

Standard ID	Standard Text	E2020 Lesson Name
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. *(Cont'd.)*	Poetry: "The Bells" (Poe) & "Sea Fever" (Masefield) The Maori: Genealogies and Origins in New Zealand Reading Strategy Lesson: Summarizing The Raven and the First Men: The Beginnings of the Haida Skills Lesson: Allegories, Fables, and other Moral Tales Enuma Elish and Marduk's Reign The Beginnings of the Maasai from *The Odyssey* - Coming Home: The Meeting of Father and Son, The Beggar, and The Faithful Dog from *The Odyssey* - Coming Home: The Test of the Great Bow, Death at the Palace, and Odysseus and Penelope Romeo and Juliet, 1.1-1.2 Romeo and Juliet, 3.1-3.2 Romeo and Juliet, 3.3-3.5 Romeo and Juliet, Act 5

Standard ID	Standard Text	E2020 Lesson Name
RL.CCR.3	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Skills Lesson: Characterization Short Story: "The Gift of the Magi" by O. Henry Short Story: "A Christmas Memory" by Truman Capote Skills Lesson: Dialogue Short Story: "Initiation" by Sylvia Plath Short Story: "The Scarlet Ibis" by James Hurst Skills Lesson: Theme Through Literary Elements Short Story: "To Build a Fire" by Jack London Short Story: "Marigolds" by Eugenia Collier Short Story: "Daughter of Invention" by Julia Alvarez Skills Lesson: Drama Romeo and Juliet, 1.1-1.2 Romeo and Juliet, 1.5 Romeo and Juliet, Prologue and 2.1-2.2 Romeo and Juliet, 2.3-2.6 Romeo and Juliet, 3.1-3.2 Romeo and Juliet, Act 4

Standard ID	Standard Text	E2020 Lesson Name
	Craft and Structure	
RL.CCR.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Short Story: "The Most Dangerous Game" by Richard Connell Short Story: "A Christmas Memory" by Truman Capote Skills Lesson: Aesthetic Qualities Short Story: "Marigolds" by Eugenia Collier Short Story: "Lather and Nothing Else" by Hernando Tellez Skills Lesson: Word Choice, Voice, and Tone Short Story: "Daughter of Invention" by Julia Alvarez Short Story: "Harrison Bergeron" by Kurt Vonnegut Poem: "Caged Bird" by Maya Angelou Skills Lesson: Figurative Language & Imagery from *The Odyssey* - The Wanderings: The Enchantress Circe and The Land of the Dead Prologue to Romeo and Juliet

Standard ID	Standard Text	E2020 Lesson Name
RL.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Skills Lesson: Plot Structures Short Story: "The Necklace" by Guy de Maupassant Short Story: "The Most Dangerous Game" by Richard Connell Skills Lesson: Setting - Mystery and Suspense Short Story: "The Red-headed League" by Arthur Conan Doyle Short Story: "The Cask of Amontillado" by Edgar Allan Poe Fairy Tale: Godfather Death Introduction to *The Odyssey* from *The Odyssey* -The Wanderings: Calypso, I am Laertes' Son, and The Lotus Eaters Romeo and Juliet, 1.3-1.4

Standard ID	Standard Text	E2020 Lesson Name
RL.CCR.6	**Assess how point of view or purpose shapes the content and style of a text.**	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Short Story: "Lather and Nothing Else" by Hernando Tellez The Maori: Genealogies and Origins in New Zealand The Raven and the First Men: The Beginnings of the Haida Enuma Elish and Marduk's Reign The Beginnings of the Maasai
	Integration of Knowledge and Ideas	
RL.CCR.7	**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Media Literacy: Medium Matters
RL.CCR.8	**Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	
RL.9-10.8	(Not applicable to literature)	

Standard ID	Standard Text	E2020 Lesson Name
RL.CCR.9	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Skills Lesson: Introduction to Classical Greek Mythology Introduction to *The Odyssey* Romeo and Juliet, 1.1-1.2 Romeo and Juliet, 1.3-1.4 Romeo and Juliet, 1.5 Romeo and Juliet, 2.3-2.6 Romeo and Juliet, 3.1-3.2 Romeo and Juliet, 3.3-3.5
	Range of Reading and Level of Text Complexity	
RL.CCR.10	**Read and comprehend complex literary and informational texts independently and proficiently.**	
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	Short Story: "The Necklace" by Guy de Maupassant Short Story: "The Most Dangerous Game" by Richard Connell Short Story: "The Red-headed League" by Arthur Conan Doyle Short Story: "The Cask of Amontillado" by Edgar Allan Poe Short Story: "The Gift of the Magi" by O. Henry Short Story: "A Christmas Memory" by Truman Capote

Standard ID	Standard Text	E2020 Lesson Name
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. *(Cont'd.)*	Short Story: "Initiation" by Sylvia Plath Short Story: "The Scarlet Ibis" by James Hurst Short Story: "To Build a Fire" by Jack London Short Story: "A Celebration of Grandfathers" by Rudolfo Anaya Fairy Tale: Godfather Death Short Story: "Marigolds" by Eugenia Collier Short Story: "Lather and Nothing Else" by Hernando Tellez Short Story: "Daughter of Invention" by Julia Alvarez Short Story: "Harrison Bergeron" by Kurt Vonnegut Poetry: "Fences" (Mora) & "The Legend" (Hongo) Poem: "Caged Bird" by Maya Angelou Poetry: "The Bells" (Poe) & "Sea Fever" (Masefield) Poem: "Jabberwocky" by Lewis Carroll The Maori: Genealogies and Origins in New Zealand The Raven and the First Men: The Beginnings of the Haida Enuma Elish and Marduk's Reign The Beginnings of the Maasai Introduction to *The Odyssey*

Standard ID	Standard Text	E2020 Lesson Name
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. *(Cont'd.)*	from *The Odyssey* -The Wanderings: Calypso, I am Laertes' Son, and The Lotus Eaters from *The Odyssey* -The Wanderings: The Cyclops from *The Odyssey* - The Wanderings: The Enchantress Circe and The Land of the Dead from *The Odyssey* -The Wanderings: The Sirens and The Cattle of the Sun God from *The Odyssey* - Coming Home: The Meeting of Father and Son, The Beggar, and The Faithful Dog from *The Odyssey* - Coming Home: The Test of the Great Bow, Death at the Palace, and Odysseus and Penelope Prologue to Romeo and Juliet Romeo and Juliet, 1.1-1.2 Romeo and Juliet, 1.3-1.4 Romeo and Juliet, 1.5 Romeo and Juliet, Prologue and 2.1-2.2 Romeo and Juliet, 2.3-2.6 Romeo and Juliet, 3.1-3.2 Romeo and Juliet, 3.3-3.5 Romeo and Juliet, Act 4 Romeo and Juliet, Act 5

Standard ID	Standard Text	E2020 Lesson Name
RI	**Informational Text**	
	Key Ideas and Details	
RI.CCR.1	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Short Story: "The Cask of Amontillado" by Edgar Allan Poe Short Story: "The Gift of the Magi" by O. Henry Autobiography: from Black Boy by Richard Wright Autobiography: from My Story by Rosa Parks Reading Strategy Lesson: Locating Information and Text Structure Wartime Columns: Ernie Pyle Research: Finding and Evaluating Sources Citations: In Others' Words Skills Lesson: The Art of Rhetoric Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Skills Lesson: Evaluating Arguments Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	E2020 Lesson Name
RI.CCR.2	**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading Strategy Lesson: Previewing and Making Predictions Reading Strategy Lesson: Monitoring Understanding Skills Lesson: Expository: Nonfiction Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Personal Accounts: Views from Space Citations: In Others' Words Reading Strategy Lesson: Summarizing The Raven and the First Men: The Beginnings of the Haida Speech: "We Shall Fight on the Beaches" by Winston Churchill Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	E2020 Lesson Name
RI.CCR.3	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Short Story: "The Red-headed League" by Arthur Conan Doyle Skills Lesson: Expository: Nonfiction Reading Strategy Lesson: Locating Information and Text Structure Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Nonfiction Text: "Save the Redwoods" by John Muir and Silent Spring by Rachel Carson Reading Strategy Lesson: Organizational Patterns Speech: "We Shall Fight on the Beaches" by Winston Churchill Skills Lesson: Evaluating Arguments Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	E2020 Lesson Name
	Craft and Structure	
RI.CCR.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Short Story: "The Most Dangerous Game" by Richard Connell Skills Lesson: Word Choice, Voice, and Tone Skills Lesson: Expository: Nonfiction Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Personal Accounts: Views from Space

Standard ID	Standard Text	E2020 Lesson Name
RI.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Reading Strategy Lesson: Locating Information and Text Structure Wartime Columns: Ernie Pyle Cultural Diversity: Selected Articles and Essays Personal Accounts: Views from Space Skills Lesson: The Art of Rhetoric Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Reading Strategy Lesson: Organizational Patterns Speech: "We Shall Fight on the Beaches" by Winston Churchill Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	E2020 Lesson Name
RI.CCR.6	**Assess how point of view or purpose shapes the content and style of a text.**	
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Autobiography: from Black Boy by Richard Wright Autobiography: from My Story by Rosa Parks Personal Accounts: Views from Space Skills Lesson: The Art of Rhetoric Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Reading Strategy Lesson: Organizational Patterns Speech: "We Shall Fight on the Beaches" by Winston Churchill Speech: "I Am Prepared to Die" by Nelson Mandela
RI.CCR.7	**Integration of Knowledge and Ideas** **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**	
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Media Literacy: Defining and Comparing Media Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle

Standard ID	Standard Text	E2020 Lesson Name
RI.CCR.8	**Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle Personal Accounts: Views from Space Research: Finding and Evaluating Sources Skills Lesson: The Art of Rhetoric Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Skills Lesson: Evaluating Arguments Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela
RI.CCR.9	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle

Standard ID	Standard Text	E2020 Lesson Name
	Range of Reading and Level of Text Complexity	
RI.CCR.10	**Read and comprehend complex literary and informational texts independently and proficiently.**	
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	Autobiography: from Black Boy by Richard Wright Skills Lesson: Expository: Nonfiction Autobiography: from My Story by Rosa Parks Wartime Columns: Ernie Pyle Skills Lesson: Expository: Procedural Texts Cultural Diversity: Selected Articles and Essays Personal Accounts: Views from Space Nonfiction Text: "Save the Redwoods" by John Muir and *Silent Spring* by Rachel Carson Speech: "We Shall Fight on the Beaches" by Winston Churchill Nonfiction Text: War Propaganda Speech: "I Am Prepared to Die" by Nelson Mandela

Standard ID	Standard Text	E2020 Lesson Name
W	**Writing**	
	Text Types and Purposes	
W.CCR.1	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
W.9-10.1	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Writing: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Lesson Name
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Writing: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Writing: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Lesson Name
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	Writing: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.2	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**	
W.9-10.2	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**	
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers

Standard ID	Standard Text	E2020 Lesson Name
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Writing: Informative - Comparing Marketing Messages Writing: Process - Everyday Dangers
W.CCR.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.9-10.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Writing: Creative Narrative - Boy Reading
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Writing: Creative Narrative - Boy Reading
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Writing: Creative Narrative - Boy Reading
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Writing: Creative Narrative - Boy Reading
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing: Creative Narrative - Boy Reading

Standard ID	Standard Text	E2020 Lesson Name
	Production and Distribution of Writing	
W.CCR.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	The Writing Process Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Julie* t? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	The Writing Process Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.6	**Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	The Writing Process Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds
W.CCR.7	**Research to Build and Present Knowledge** **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**	
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	The Roots of Research: Topic, Thesis, and Plan Writing: Research Paper - The Holocaust: Systems of Persecution

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.8	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**	
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	The Roots of Research: Topic, Thesis, and Plan Research: Finding and Evaluating Sources Citations: In Others' Words Writing: Research Paper - The Holocaust: Systems of Persecution
W.CCR.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	
W.9-10.9.a	Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Writing: Literary Analysis - "After Twenty Years" Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ?

Standard ID	Standard Text	E2020 Lesson Name
W.9-10.9.b	Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Research: Finding and Evaluating Sources
W.CCR.10	**Range of Writing** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Writing: Informative - Comparing Marketing Messages Writing: Literary Analysis - "After Twenty Years" Writing: Creative Narrative - Boy Reading Writing: Poetry Analysis - "Remember" by Joy Harjo Writing: Research Paper - The Holocaust: Systems of Persecution Writing: Persuasive - A Global Language Writing: Process - Everyday Dangers Writing: Literary Analysis - Who is to Blame in *Romeo and Juliet* ? Writing: Persuasive - Advertising on School Grounds

Standard ID	Standard Text	E2020 Lesson Name
SL	**Speaking and Listening** **Comprehension and Collaboration**	
SL.CCR.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	21st Century Skills: Create a Project Plan Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques
SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques

Standard ID	Standard Text	E2020 Lesson Name
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Communication: What is Communication? Electronic Communication: Discussion and Debate Techniques Electronic Communication: Smart Netiquette
SL.CCR.2	**Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**	
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Media Literacy: Visual and Design Elements in Newspapers Communication: What is Communication? Media Literacy: Defining and Comparing Media Media Literacy: Media Bias and the Power of Language Media Literacy: Ad Techniques Media Literacy: Film Direction and Cinematography Research: Finding and Evaluating Sources

Standard ID	Standard Text	E2020 Lesson Name
SL.CCR.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.**	
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Media Literacy: Defining and Comparing Media Media Literacy: Media Bias and the Power of Language Media Literacy: Ad Techniques
SL.CCR.4	**Presentation of Knowledge and Ideas** **Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	21st Century Skills: Create a Project Plan Communication: What is Communication? The Roots of Research: Topic, Thesis, and Plan Research: Finding and Evaluating Sources Citations: In Others' Words
SL.CCR.5	**Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Electronic Communication: Discussion and Debate Techniques

Standard ID	Standard Text	E2020 Lesson Name
SL.CCR.6	**Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Communication: What is Communication?
L	**Language**	
	Conventions of Standard English	
L.CCR.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.9-10.1.a	Use parallel structure.	Grammar: Writing Effective Sentences
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Grammar: Prepositional Phrases Grammar: Verbs Types - Action, Linking, and Auxiliary Grammar: Verb Forms - Gerunds, Participles, and Infinitives Grammar: Nouns Grammar: Modifiers Grammar: Phrases and Clauses Grammar: Sentence Structure

Standard ID	Standard Text	E2020 Lesson Name
L.CCR.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Grammar: Fragments, Run-ons, and Comma Splices Grammar: Sentence Structure
L.9-10.2.b	Use a colon to introduce a list or quotation.	Grammar: Punctuation Grammar: Say It Again: Quotation Marks
L.9-10.2.c	Spell correctly.	Grammar: Worldly Words: English as a Multicultural Language
L.CCR.3	**Knowledge of Language** **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Citations: In Others' Words Writing: Research Paper - The Holocaust: Systems of Persecution

Standard ID	Standard Text	E2020 Lesson Name
	Vocabulary Acquisition and Use	
L.CCR.4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**	
L.9-10.4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.**	
L.9-10.4.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Short Story: "The Necklace" by Guy de Maupassant Short Story: "The Cask of Amontillado" by Edgar Allan Poe Short Story: "A Christmas Memory" by Truman Capote Fairy Tale: Godfather Death Short Story: "Marigolds" by Eugenia Collier Short Story: "Daughter of Inventio"" by Julia Alvarez
L.9-10.4.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Grammar: Greek Roots and Affixes
L.9-10.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Short Story: "The Red-headed League" by Arthur Conan Doyle Autobiography: from Black Boy by Richard Wright Grammar: Worldly Words: English as a Multicultural Language Grammar: Greek Roots and Affixes

Standard ID	Standard Text	E2020 Lesson Name
L.9-10.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Short Story: "The Red-headed League" by Arthur Conan Doyle Short Story: "The Cask of Amontillado" by Edgar Allan Poe
L.CCR.5	**Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**	
L.9-10.5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Romeo and Juliet, 1.1-1.2 Romeo and Juliet, 3.1-3.2 Romeo and Juliet, Act 4
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.	Short Story: "The Most Dangerous Game" by Richard Connell Short Story: "Marigolds" by Eugenia Collier

Standard ID	Standard Text	E2020 Lesson Name
L.CCR.6	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**	
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Short Story: "The Red-headed League" by Arthur Conan Doyle Autobiography: from Black Boy by Richard Wright Grammar: Worldly Words: English as a Multicultural Language
RH	**Reading** **Key Ideas and Details**	
R.CCR.1	**Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
R.CCR.2	**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
R.CCR.3	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**	
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	

Standard ID	Standard Text	E2020 Lesson Name
	Craft and Structure	
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	
R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.	
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
	Integration of Knowledge and Ideas	
R.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
R.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	
	Range of Reading and Level of Text Complexity	
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.	
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	

Standard ID	Standard Text	E2020 Lesson Name
WHST	**Writing**	
	Text Types and Purposes	
W.CCR.1	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
WHST.9-10.1	**Write arguments focused on discipline-specific content.**	
WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Writing: Persuasive - A Global Language
WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Writing: Persuasive - A Global Language
WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Writing: Persuasive - A Global Language
WHST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing: Persuasive - A Global Language
WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	Writing: Persuasive - A Global Language

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.2	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**	
WHST.9-10.2	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**	
WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
WHST.9-10.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	
WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
W.CCR.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
WHST.9-10.3	(See note; not applicable as a separate requirement)	
W.CCR.4	**Production and Distribution of Writing** **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing: Process - Everyday Dangers

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	The Writing Process
W.CCR.6	**Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**	
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
W.CCR.7	**Research to Build and Present Knowledge** **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
W.CCR.8	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**	
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
W.CCR.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	

Standard ID	Standard Text	E2020 Lesson Name
	Range of Writing	
W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
RST	**Reading**	
	Key Ideas and Details	
R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
	Craft and Structure	
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	

Standard ID	Standard Text	E2020 Lesson Name
R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.	
RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
	Integration of Knowledge and Ideas	
R.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
R.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
	Range of Reading and Level of Text Complexity	
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.	
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	

Standard ID	Standard Text	E2020 Lesson Name
WHST	**Writing**	
	Text Types and Purposes	
W.CCR.1	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**	
WHST.9-10.1	**Write arguments focused on discipline-specific content.**	
WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Writing: Persuasive - A Global Language
WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Writing: Persuasive - A Global Language
WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Writing: Persuasive - A Global Language
WHST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing: Persuasive - A Global Language
WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	Writing: Persuasive - A Global Language

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.2	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**	
WHST.9-10.2	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**	
WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
WHST.9-10.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	
WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
W.CCR.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
WHST.9-10.3	(See note; not applicable as a separate requirement)	
W.CCR.4	**Production and Distribution of Writing** **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing: Process - Everyday Dangers

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	The Writing Process
W.CCR.6	**Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**	
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
	Research to Build and Present Knowledge	
W.CCR.7	**Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	The Roots of Research: Topic, Thesis, and Plan
W.CCR.8	**Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**	
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Research: Finding and Evaluating Sources

Standard ID	Standard Text	E2020 Lesson Name
W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	
W.CCR.10	**Range of Writing** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

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Standard ID	Standard Text	E2020 Lesson Name
N-Q	**Quantities** **Reason quantitatively and use units to solve problems.**	
N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Properties of Real Numbers Apply Laws of Exponents Equations as Mathematical Models Introduction to Radicals Simplify Radicals Add and Subtract Radicals Multiply Radicals Divide Radicals Pythagorean Theorem Solve Equations Using the Distributive Property Simplify and Solve Equations Translate and Solve Written Statements Literal Equations Model and Solve Problems with Multi-Step Equations The Squaring and Square Root Properties Properties of Inequality Write and Solve Inequalities Two-Step Inequalities Multi-Step Inequalities Compound Inequalities Absolute Value Equations in One Variable Absolute Value Inequalities in One Variable Multi-Step Absolute Value Inequalities in One Variable Model and Solve Problems with Absolute Value Inequalities Function Notation

Standard ID	Standard Text	E2020 Lesson Name
N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. *(Cont'd.)*	Function Operations Graph Functions Write Function Rules Standard Form of a Linear Equation Graph Linear Inequalities Write Equations in Slope-Intercept Form Point-Slope Form Equations of Lines Solve a Linear System Graphically Solve a Linear System by Substitution Solve a Linear System by Elimination Model and Solve Problems with Linear Systems Systems of Linear Inequalities Represent Data Scatterplots Introduction to Matrices Measures of Variation Making Connections: Super Survey Simulator Add and Subtract Polynomials Multiply and Divide by a Monomial Multiply Polynomials Special Products Divide Polynomials Simplify Polynomial Expressions The Greatest Common Factor Factor by Grouping Factor Trinomials with Leading Coefficient of One Factor Trinomials with a Leading Coefficient Other than One

Standard ID	Standard Text	E2020 Lesson Name
N-Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. *(Cont'd.)*	Special Cases Factoring Polynomials Simplify Rational Expressions Multiply and Divide Rational Expressions Add and Subtract Rational Expressions with Like Denominators Solve Rational Equations Quadratic Equations in Standard Form Intercepts and Zeros Quadratic Equations in Vertex Form Convert Between Standard and Vertex Form Making Connections: Daredevil Danny Model Problems with Quadratic Functions Quadratic Inequalities Solve by Factoring Radical Equations Irrational Roots Model and Solve Problems with Quadratics Direct and Inverse Variation Exponential Functions Growth and Decay Parent Functions Scale Factors Shifts of Functions Piecewise Functions

Standard ID	Standard Text	E2020 Lesson Name
N-Q.2	Define appropriate quantities for the purpose of descriptive modeling.	Equations as Mathematical Models Model and Solve Problems with Multi-Step Equations Model and Solve Problems with Absolute Value Inequalities Graph Linear Inequalities Model and Solve Problems with Linear Systems Model Problems with Quadratic Functions Model and Solve Problems with Quadratics
N-Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Introduction to Radicals
A-SSE	**Seeing Structure in Expressions**	
	Interpret the structure of expressions	
A-SSE.1	Interpret expressions that represent a quantity in terms of its context.	
A-SSE.1.a	Interpret parts of an expression, such as terms, factors, and coefficients.	Simplify Expressions
A-SSE.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity.	Simplify Expressions Add and Subtract Polynomials

Standard ID	Standard Text	E2020 Lesson Name
A-SSE.2	Use the structure of an expression to identify ways to rewrite it.	Simplify Expressions Zero and Negative Exponents Multiply with Like Bases Divide with Like Bases A Quantity to a Power Apply Laws of Exponents Simplify Radicals Add and Subtract Radicals Multiply Radicals Divide Radicals Add and Subtract Polynomials Multiply and Divide by a Monomial Multiply Polynomials Special Products Divide Polynomials Simplify Polynomial Expressions The Greatest Common Factor Factor by Grouping Factor Trinomials with Leading Coefficient of One Factor Trinomials with a Leading Coefficient Other than One Special Cases Factoring Polynomials Simplify Rational Expressions Multiply and Divide Rational Expressions Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Unlike Denominators

Standard ID	Standard Text	E2020 Lesson Name
A-SSE.3	**Write expressions in equivalent forms to solve problems** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	
A-SSE.3.a	Factor a quadratic expression to reveal the zeros of the function it defines.	Intercepts and Zeros Model Problems with Quadratic Functions Solve by Factoring Complete the Square Model and Solve Problems with Quadratics
A-SSE.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Convert Between Standard and Vertex Form Complete the Square
A-SSE.3.c	Use the properties of exponents to transform expressions for exponential functions.	Growth and Decay
A-SSE.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.	
A-APR	**Arithmetic with Polynomials and Rational Expressions** Perform arithmetic operations on polynomials	
A-APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Add and Subtract Polynomials Multiply and Divide by a Monomial Multiply Polynomials Special Products Simplify Polynomial Expressions
	Understand the relationship between zeros and factors of polynomials	
A-APR.2	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x - a is p(a), so p(a) = 0 if and only if (x - a) is a factor of p(x).	
A-APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	

Standard ID	Standard Text	E2020 Lesson Name
	Use polynomial identities to solve problems	
A-APR.4	Prove polynomial identities and use them to describe numerical relationships.	
A-APR.5	Know and apply the Binomial Theorem for the expansion of (x + y) to the n power in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	
	Rewrite rational expressions	
A-APR.6	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	Simplify Rational Expressions Multiply and Divide Rational Expressions Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Unlike Denominators
A-APR.7	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Multiply and Divide Rational Expressions Add and Subtract Rational Expressions with Like Denominators Add and Subtract Rational Expressions with Unlike Denominators Solve Rational Equations

Standard ID	Standard Text	E2020 Lesson Name
A-CED	**Creating Equations**	
	Create equations that describe numbers or relationships	
A-CED.1	Create equations and inequalities in one variable and use them to solve problems.	Equations with Variables on Both Sides Equations as Mathematical Models Solve Equations Using the Distributive Property Simplify and Solve Equations Translate and Solve Written Statements Model and Solve Problems with Multi-Step Equations
A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Standard Form of a Linear Equation Slope Slope-Intercept Form Graph Linear Inequalities
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.	Graph Linear Inequalities
A-CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	Literal Equations

Standard ID	Standard Text	E2020 Lesson Name
A-REI	**Reasoning with Equations and Inequalities**	
	Understand solving equations as a process of reasoning and explain the reasoning	
A-REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Addition and Multiplication Properties of Equality Two-Step Equations Equations with Like Terms Equations with Variables on Both Sides
A-REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Solve Rational Equations Radical Equations
	Solve equations and inequalities in one variable	
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Addition and Multiplication Properties of Equality Equations with Like Terms Equations with Variables on Both Sides Solve Equations Using the Distributive Property Simplify and Solve Equations Translate and Solve Written Statements Model and Solve Problems with Multi-Step Equations Properties of Inequality Write and Solve Inequalities Two-Step Inequalities Multi-Step Inequalities Compound Inequalities

Standard ID	Standard Text	E2020 Lesson Name
A-REI.4	**Solve quadratic equations in one variable.**	
A-REI.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	Convert Between Standard and Vertex Form
A-REI.4.b	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.	Solve by Factoring Radical Equations Complete the Square The Quadratic Formula Irrational Roots Model and Solve Problems with Quadratics
	Solve systems of equations	
A-REI.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Solve a Linear System by Elimination Model and Solve Problems with Linear Systems
A-REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Solve a Linear System Graphically Solve a Linear System by Substitution Solve a Linear System by Elimination Model and Solve Problems with Linear Systems
A-REI.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	Model Problems with Quadratic Functions
A-REI.8	Represent a system of linear equations as a single matrix equation in a vector variable.	

Standard ID	Standard Text	E2020 Lesson Name
A-REI.9	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 x 3 or greater).	
	Represent and solve equations and inequalities graphically	
A-REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Graph Functions Standard Form of a Linear Equation Slope-Intercept Form Quadratic Equations in Standard Form
A-REI.11	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	
A-REI.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Graph Linear Inequalities Systems of Linear Inequalities

Standard ID	Standard Text	E2020 Lesson Name
F-IF	**Interpreting Functions**	
	Understand the concept of a function and use function notation	
F-IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	Relations and Functions
F-IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Function Notation
F-IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	Arithmetic Sequences Geometric Sequences Recursive Formulas
	Interpret functions that arise in applications in terms of the context	
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	
F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	Relations and Functions Graph Functions Slope Intercepts and Zeros Exponential Functions Parent Functions Piecewise Functions
F-IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Slope Growth and Decay

Standard ID	Standard Text	E2020 Lesson Name
F-IF.7	**Analyze functions using different representations** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
F-IF.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	Absolute Value Inequalities in One Variable Multi-Step Absolute Value Inequalities in One Variable Graph Functions Standard Form of a Linear Equation Slope Slope-Intercept Form Graph Linear Inequalities Solve a Linear System Graphically Systems of Linear Inequalities Quadratic Equations in Standard Form Intercepts and Zeros Model Problems with Quadratic Functions Quadratic Inequalities Model and Solve Problems with Quadratics Parent Functions Piecewise Functions
F-IF.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
F-IF.7.c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.7.d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	Parent Functions
F-IF.7.e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Exponential Functions

Standard ID	Standard Text	E2020 Lesson Name
F-IF.8	**Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.**	
F-IF.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Convert Between Standard and Vertex Form Model Problems with Quadratic Functions Solve by Factoring Complete the Square Model and Solve Problems with Quadratics
F-IF.8.b	Use the properties of exponents to interpret expressions for exponential functions.	
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Parent Functions Scale Factors Shifts of Functions Piecewise Functions

Standard ID	Standard Text	E2020 Lesson Name
F-BF	**Building Functions**	
	Build a function that models a relationship between two quantities	
F-BF.1	Write a function that describes a relationship between two quantities.	
F-BF.1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	Write and Solve Inequalities Write Function Rules Standard Form of a Linear Equation Write Equations in Slope-Intercept Form Point-Slope Form Parallel Lines Perpendicular Lines Equations of Lines Scatterplots Quadratic Equations in Vertex Form Making Connections: Daredevil Danny Arithmetic Sequences Geometric Sequences Recursive Formulas Direct and Inverse Variation
F-BF.1.b	Combine standard function types using arithmetic operations.	Function Operations
F-BF.1.c	Compose functions.	
F-BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	Arithmetic Sequences Geometric Sequences Recursive Formulas

Standard ID	Standard Text	E2020 Lesson Name
	Build new functions from existing functions	
F-BF.3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.	Parent Functions Scale Factors Shifts of Functions Transformations of Functions
F-BF.4	**Find inverse functions.**	
F-BF.4.a	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.	
F-BF.4.b	Verify by composition that one function is the inverse of another.	
F-BF.4.c	Read values of an inverse function from a graph or a table, given that the function has an inverse.	
F-BF.4.d	Produce an invertible function from a non-invertible function by restricting the domain.	
F-BF.5	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	
F-LE	**Linear, Quadratic, and Exponential Models**	
	Construct and compare linear, quadratic, and exponential models and solve problems	
F-LE.1	**Distinguish between situations that can be modeled with linear functions and with exponential functions.**	
F-LE.1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	
F-LE.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Slope
F-LE.1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Growth and Decay

Standard ID	Standard Text	E2020 Lesson Name
F-LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Write Function Rules Write Equations in Slope-Intercept Form Point-Slope Form Parallel Lines Perpendicular Lines Equations of Lines Scatterplots Making Connections: Super Survey Simulator Arithmetic Sequences Geometric Sequences
F-LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	
F-LE.4	For exponential models, express as a logarithm the solution to ab to the ct power = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	
	Interpret expressions for functions in terms of the situation they model	
F-LE.5	Interpret the parameters in a linear or exponential function in terms of a context.	Equations as Mathematical Models Model and Solve Problems with Multi-Step Equations

Standard ID	Standard Text	E2020 Lesson Name
S-ID	**Interpreting Categorical and Quantitative Data**	
	Summarize, represent, and interpret data on a single count or measurement variable	
S-ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	Represent Data Scatterplots Measures of Variation Making Connections: Super Survey Simulator
S-ID.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
S-ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Measures of Central Tendency Measures of Variation
S-ID.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	
	Summarize, represent, and interpret data on two categorical and quantitative variables	
S-ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	
S-ID.6	**Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.**	
S-ID.6.a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Scatterplots Making Connections: Super Survey Simulator
S-ID.6.b	Informally assess the fit of a function by plotting and analyzing residuals.	
S-ID.6.c	Fit a linear function for a scatter plot that suggests a linear association.	

Standard ID	Standard Text	E2020 Lesson Name
	Interpret linear models	
S-ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Slope
S-ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.	
S-ID.9	Distinguish between correlation and causation.	Scatterplots
S-IC	**Making Inferences and Justifying Conclusions**	
	Understand and evaluate random processes underlying statistical experiments	
S-IC.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	
S-IC.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.	Represent Data Making Connections: Super Survey Simulator
	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	
S-IC.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Making Connections: Super Survey Simulator Introduction to Probability
S-IC.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	
S-IC.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	
S-IC.6	Evaluate reports based on data.	

Standard ID	Standard Text	E2020 Lesson Name
S-CP	**Conditional Probability and the Rules of Probability**	
	Understand independence and conditional probability and use them to interpret data	
S-CP.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Introduction to Probability
S-CP.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Probability with Intersection or Union
S-CP.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Probability with Intersection or Union
S-CP.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.	
S-CP.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	Probability with Intersection or Union
	Use the rules of probability to compute probabilities of compound events in a uniform probability model	
S-CP.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Probability with Intersection or Union
S-CP.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.	
S-CP.8	Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	Probability with Intersection or Union
S-CP.9	Use permutations and combinations to compute probabilities of compound events and solve problems.	Probability with Combinations or Permutations

ATTACHMENT 56:

SUPPLEMENTAL INFORMATION

AGREEMENT FOR SERVICES

Client: Fountain Square Academy
1516 Barth Ave
Indianapolis, IN 46203

I. **Purpose of Agreement:** Greater Education Opportunities Foundation ("GEO Foundation" or "GEO"), an Indiana non-profit corporation, shall provide operational and business services to Fountain Square Academy (the "School"), as described in the Scope of Work, attached to this Agreement.

II. **Engagement:**

a. **Authority:** Subject to the terms and conditions set forth in this Agreement, the School hereby engages GEO Foundation for operational and business services in support of the School. Subject at all times to the oversight and authority of the Board of Directors of the School, the Board hereby authorizes GEO, in performing its duties and fulfilling its obligations under this Agreement to take such actions as are necessary or desirable in GEO's reasonable judgment to properly and effectively execute the operational and business duties of the School on behalf of the Board.

b. **Compliance with Laws:** All such actions shall be consistent with federal and state law, and subject to the Charter Agreement held between the Board of Directors for the School and Ball State University as the Charter Authorizer.

c. **Duties:** GEO shall perform all duties agreed upon in the "Scope of Work", attached as Attachment A to this Agreement. Such duties may be changed by written agreement of both parties.

d. **FERPA Designation:** The Board herby designates employees of GEO, to the extent permitted by law, as agents of the school having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. § 5 1232g, the Family Educational Rights and Privacy Act ("FERPA"). GEO, its officers and employees, shall comply with FERPA at all times.

e. **Right to Subcontract -** GEO may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge GEO from any obligation or liability under this Agreement except as explicitly agreed upon in writing by the Board.

f. **Controlling Provisions:** No provision of this Agreement shall interfere with the Board's responsibility to perform its obligations under the Charter Agreement. The Board shall at all times remain legally responsible to the Authorizer for the operations and management of the School, and for ensuring that the terms and conditions of the Charter Agreement are satisfied.

III. TERM AND RENEWAL:

a. **Length of Agreement:** This Service Agreement shall be in place commencing July 1, 2012, and terminating, without exception, on June 30, 2013.

b. **Additional Services:** In the event this Agreement is not renewed and additional services be required from GEO Foundation to transition to a new service provider, such services performed after June 30, 2013 outside of this agreement shall be charged on an hourly basis.

c. **Renewal:** There shall be no automatic renewal of this Agreement. Any renewal of this Agreement shall be by the express written consent of both parties.

d. **Evaluation:** By December 31, 2012, the Board shall provide to GEO a written evaluation of GEO's current performance under this Agreement to date. Specifics shall include any areas of success, concerns the Board may have, and any recommendations or requests for correction and improvement.

IV. TERMINATION

a. **Conditions:** This agreement may be terminated only under the following conditions:

   i. By School - If GEO should fail to remedy a material breach in performance to the School's reasonable satisfaction within 90 days after written notice from the School.

   ii. By GEO – should the school fail to make payment within 30 days of due date, as agreed upon in this Agreement.

b. **Procedures upon Expiration or Termination:** Upon termination or expiration of this Agreement, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, to the benefit of the School, the staff, and the students.

   i. GEO shall provide the School with copies of all school records in possession of GEO and not currently in possession of the Board.

   ii. GEO shall provide the School with reasonable operational and business transition assistance for a period of (60) days after the termination of this Agreement, provided that the School shall pay to GEO all fees and costs due for such services.

V. HANDLING OF FUNDS

a. GEO Foundation shall maintain, at a depository directed by the Board, the School's bank accounts in the School's name only. Such funds shall at all times remain separate from any other funds controlled or owned by GEO Foundation. GEO Foundation may manage such accounts only in accordance with the Scope of Work to this Agreement, and shall at no time have ownership over such funds.

VI. FEES

a. For such services as agreed upon in the Scope of Work, and for the Term indicated in this Agreement, the School agrees to pay GEO the monthly sum of $20,833, due and payable the first day of each month, beginning on July 1, 2012.
b. Any services requested by the Board outside of this Scope of Work or for the Term of Engagement, provided GEO is willing and able to provide such, shall be billed at an hourly rate, to be agreed upon by both parties in writing and attached to this Agreement. Such additional costs shall be billed to the School on a monthly basis.

VII. MISCELLANEOUS

a. **Operation of Good Faith -** Both parties agree to perform their respective duties under this Agreement in Good Faith, and agree to a collaborative relationship in support of the School, staff, and students therein, working in partnership and doing no harm to the other.
b. **Modification -** This Agreement may be modified only upon express written consent of both parties.
c. **Assignment-** The duties and responsibilities of both parties under this Agreement shall not be assigned to any third party without express written agreement of both parties.
d. **Notice -** All notice, requests, demands and communications under this Agreement shall be in writing to the other party. Delivery shall be effective upon receipt, with signed confirmation or delivery by certified mail. Service by facsimile will NOT be considered effective.
e. **Severability; Change of Law –** Any item or provision in this Agreement found to be in violation of the law shall be severed from this Agreement and shall be deemed null and void and shall not affect the validity of any other term or provision of this Agreement, to the extent that the remainder of the Agreement may be construed to give effect to the intention of the parties and purpose of the Agreement. In the event of the enactment of a statute, or adoption of a rule, regulation or position by a governmental body, or court of jurisdiction which would invalidate or have an adverse effect upon the whole of this Agreement or the ability of either party to perform under this Agreement, the parties agree to attempt to modify the Agreement to allow the intent of the parties to continue.
f. **Waiver -** No consent or waiver, express or implied, by either party to any breach or default by the other party in the performance of the obligations created hereunder shall be deemed or construed to be a consent or waiver to any other breach or default in the performance of the other obligations of such other party. Failure on the part of either party to declare the party in default, irrespective of how long such failure continues, shall not constitute consent or waiver of the rights of such party.
g. **Governing Law -** This Agreement shall be subject to and governed by the laws of the State of Indiana.
h. **Entire Agreement -** This Agreement constitutes the entire agreement between the parties with respect to the specific subject matter set forth herein, and all other

agreements and understandings related thereto, whether written or oral, are hereby superseded.

Signed and agreed to, this ___ day of _____, 2012.

For Fountain Square Academy:

_____
Signature

_____
Printed

_____
Title

For GEO Foundation:

_____
Signature

_____
Printed

_____
Title

SCOPE OF WORK

GEO Foundation shall perform the following services for the School under this Agreement, in a professionally workman like manner, using all commercially reasonable methods accepted as standard in the charter school industry:

I. GEO Foundation shall be responsible for:
   a. Finance/Accounting Functions
      i. Provide school treasurer
      ii. Preparation of financial statements
      iii. Processing of claims (accounts payable)
      iv. Cash management
      v. Record maintenance
      vi. Federal grant application, management, and reporting
      vii. Audit preparation and compliance
      viii. Annual 1099 contractor payments
      ix. Coordination with independent tax preparer (990)
      x. Other finance and reporting duties as needed to successfully fulfill the responsibilities above.
   b. Operations:
      i. Design of transportation plan, contract with appropriate vendors
      ii. Food service contract management; Federal Lunch program compliance
      iii. Establish required insurance coverage
      iv. Technology support; E-Rate application and administration; testing support, website support
      v. Compliance Support
      vi. Human Resources
         1. Payroll processing
         2. Benefits administration (PERF/TRF/COBRA, 403(b), other)
         3. Wage claims/Unemployment

II. GEO Foundation is specifically excluded from duties or responsibilities in the following areas:
   a. Academic issues, including curriculum, instruction and standardized test results
   b. Budget approval
   c. Hiring, discipline, and termination of Principal
   d. Community and Parent relations