

# **EASTERN MICHIGAN UNIVERSITY**

A Contract to Charter a Public School Academy and Related Documents

Issued By

**THE BOARD OF REGENTS OF  
EASTERN MICHIGAN UNIVERSITY**  
(Authorizing Body)

To

**ANN ARBOR LEARNING COMMUNITY**  
(A Public School Academy)

July 1, 2013

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**AUTHORIZING RESOLUTION**

**BOARD OF REGENTS**  
EASTERN MICHIGAN UNIVERSITY

SECTION: 19
DATE: June 18, 2013

**RECOMMENDATION**

**REISSUANCE OF CHARTER – ANN ARBOR LEARNING COMMUNITY (K-8), HOPE ACADEMY (K-8), GAUDIOR ACADEMY (K-8)**

**ACTION REQUESTED**

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Ann Arbor Learning Community* and authorize the president of the University to execute a new four-year contract which will expire June 30, 2017.

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Hope Academy* and authorize the president of the University to execute a new three-year contract which will expire June 30, 2016.

Furthermore, it is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Gaudior Academy* and authorize the president of the University to execute a new two-year contract which will expire June 30, 2015.

**SCHOOL PROFILES**

**Ann Arbor Learning Community**

The Ann Arbor Learning Community began as a K-6 school in 1998. It is presently a K-8 school that enrolled 254 students in 2011-12 with an average class size of 19. Approximately 90 percent of the student body resides in the Ann Arbor-Ypsilanti area with the remainder coming from other communities throughout southeast Michigan. They represent a wide range of social and economic backgrounds.

The Ann Arbor Learning Community provides a student-centered, integrated curriculum. Its strong, basic core curriculum consists of language arts, mathematics, science and social studies supported by a stimulating, hands-on thematic approach of environmental education. All teachers are highly qualified and certified.

Ann Arbor Learning Community was proud of the following accomplishments:

- ✓ In 2011 Ann Arbor Learning Community received NCA accreditation for five years in a process that involved teachers, staff, administration, parents and students.
- ✓ Teachers and school staff took on administrative responsibilities during leadership transition.
- ✓ The board maintained a reduced class size to maximize student learning.

Ann Arbor Learning Community has not been identified as a school needing to improve under the Michigan Department of Education annual assessment.

### **Hope Academy**

Hope Academy began its operation in 1998 with an enrollment of 288 students. It has since grown to a K-8 school with an enrollment of 575 students in 2011-12, primarily from Detroit. The four core subject areas of language arts, math, science and social studies are broken down into grade-level expectations or exit skills. These exit skills provide much needed clarification for teachers in their development and implementation of daily lesson plans.

The “specials” or non-core subjects included within this framework are band, dance, drama, foreign language, health, life skills, physical education, technology, visual art and vocal music. Over 90 percent of the students are considered low income and qualify for free or reduced lunch assistance.

Hope Academy is proud of the following accomplishments:

- ✓ Moving into a new renovated school building
- ✓ Increased the number of students on the honor roll by 10%

Hope Academy has not been identified as a school needing to improve under the Michigan Department of Education annual assessment.

### **Gaudior Academy**

Gaudior Academy received its first charter in 1996. This K-8 school located in Inkster with an enrollment of 226 students during the 2011-2012 school year. In the fall of 2004 Gaudior Academy opened a child-care center and preschool for children ranging in age from six months to four years. Students are grouped primarily according to age, with some overlap between groups to allow for students’ individual needs and group cohesiveness. The school teachers employ a balance of individual and cooperative learning environments to help students discover their personal strengths.

Gaudior Academy is proud of the following accomplishments:

- ✓ After school and Saturday tutoring program
- ✓ New Quest program for high achieving students

Gaudior Academy has not been identified as a school needing to improve under the Michigan Department of Education annual assessment.

**FISCAL IMPLICATIONS**

None.

**ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.

  
\_\_\_\_\_  
University Executive Officer  
Provost and Executive Vice President

5-31-13  
\_\_\_\_\_  
Date

**BOARD OF REGENTS**  
EASTERN MICHIGAN UNIVERSITY

SECTION: 18
DATE: April 17, 2012

**RECOMMENDATION**

**Adoption of Public School Academy Board of Director Method of Selection Resolution**

**ACTION REQUESTED**

It is recommended that the Board of Regents adopt the attached resolution outlining a revised method of selecting board of directors of public school academies, schools of excellence and strict discipline academies.

**STAFF SUMMARY**

With the recent passage of Public Act 277 of 2011, which amended Michigan's charter school law, authorizers of public school academies are now required to pass a resolution addressing their method of selecting and appointing individuals to serve on their public school academy boards of directors. EMU's Charter Schools Office has had a successful process in place for more than a decade and this new legal requirement requires EMU to formalize it through a Board of Regents resolution.

**FISCAL IMPLICATIONS**

None.

**ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.

  
\_\_\_\_\_  
University Executive Officer

3-29-12  
Date

**Eastern Michigan University  
Board of Regents**

**RESOLUTION**

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

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

**WHEREAS**, the Eastern Michigan University Board of Regents (the “University Board”) desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

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

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

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

I, the undersigned, as Secretary of the Eastern Michigan University Board of Regents, do hereby certify the foregoing resolution was adopted by the Eastern Michigan University Board of Regents at a public meeting held on the [INSERT DATE AND MONTH], 2012, with a vote of \_\_\_ for, \_\_\_ opposed, and \_\_\_ abstaining.

By: \_\_\_\_\_

\_\_\_\_\_ Board Secretary

## **Public School Academy Board of Director Method of Selection**

The Eastern Michigan University Board of Regents (“University Board”) declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

### **Method of Selection and Appointment**

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

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

### **Length of Term**

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

### **Number of Directors**

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

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

### **Qualifications of Members**

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

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

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

### **Oath of Public Office**

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be filed with the University's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

### **Removal and Suspension**

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

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

### **Tenure**

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

### **Resignation**

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

### **Board Vacancies**

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

### **Compensation**

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

**TERMS AND CONDITIONS  
OF CONTRACT**

**DATED: JULY 1, 2013**

**ISSUED BY**

**THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY**

**TO**

**ANN ARBOR LEARNING COMMUNITY**

**CONFIRMING THE STATUS OF**

**ANN ARBOR LEARNING COMMUNITY**

**AS A**

**PUBLIC SCHOOL ACADEMY**

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

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

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

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

WHEREAS, the Board of Regents of Eastern Michigan University has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

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

## **ARTICLE I**

### **DEFINITIONS**

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

- (a) “Academy” means the Michigan nonprofit corporation named Ann Arbor Learning Community which is established as a public school academy pursuant to this Contract.
- (b) “Academy Board” means the Board of Directors of the Academy.
- (c) “Applicable Law” means all state and federal law applicable to public school academies.
- (d) “Application” means the public school academy application and supporting documentation submitted to the University Board for the establishment of the Academy.

- (e) “Authorizing Resolution” means the Resolution adopted by the University Board on June 18, 2013.
- (f) “Charter Schools Office Director” or “CSO Director” means the person designated by the University Board to administer the operations of the Charter Schools Office.
- (g) “Charter Schools Office” or “CSO” means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is also responsible for administering the University Board’s responsibilities with respect to the Contract.
- (h) “Code” means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (i) “Contract” means, in addition to the definition set forth in the Code, these Terms and Conditions, the Authorizing Resolution, the Resolution, the Master Calendar, the ESP Policies, the Schedules, and the Application.
- (j) “Director” means a person who is a member of the Academy Board of Directors.
- (k) “Educational Service Provider” or “ESP” means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (l) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Office Director that apply to a Management Agreement. The Charter Schools Office Director may, at anytime and at his or her sole discretion, amend the ESP Policies. Upon amendment, changes to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (m) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing from, or monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the

Academy, and is not conditioned upon the actions or inactions of the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.

- (n) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the CSO Director for review as provided in Section 11.11 and has not been disapproved by the CSO Director.
- (o) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Office Director may, at anytime and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (p) “President” means the President of Eastern Michigan University or his or her designee.
- (q) “Resolution” means the resolution adopted by the University Board, establishing the standard method of selection, length of term and number of members format for public school academies issued a Contract by the University Board, as amended from time to time.
- (r) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description, and Schedule 7: Required Information for Public School Academies.
- (s) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (t) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2013, Issued by the Eastern Michigan University Board of Regents to the Ann Arbor Learning Community Confirming the Status of the Academy as a Public School Academy.”

- (u) “University” means Eastern Michigan University, a state public university, established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.551 et seq.
- (v) “University Board” means the Board of Regents of Eastern Michigan University, an authorizing body as designated under Section 501 of the Code, MCL 380.501.
- (w) “University Board Chairperson” means the Chairperson of the Eastern Michigan University Board of Regents or his or her designee. In Section 1.1(v) below, “University Board Chairperson” means the Board Chairperson of the Eastern Michigan University Board of Regents.
- (x) “University Charter Schools Hearing Panel” or “Hearing Panel” means such person(s) as designated by the University Board Chairperson.

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

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

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

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

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

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

## ARTICLE II

### RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

Section 2.1. Constitutional Status of Eastern Michigan University. The University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the University Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the University Board's constitutional autonomy and powers and the Academy shall not be deemed to be a part of the University.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the University, and the Academy is not empowered to act on behalf of the University or the University Board with respect to any matter whatsoever. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy.

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

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

## ARTICLE III

### ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY

Section 3.1. University Board Resolutions. The University Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The University Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are

hereby incorporated into this Contract. At anytime and at its sole discretion, the University Board may amend the Resolution. Upon University Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within ten (10) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

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

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

Section 3.5. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the CSO Director describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The CSO Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the CSO Director's recommendation will be submitted by the CSO Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 3.6. Authorization of Employment. The University Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to Academy employees, the Academy

shall have the power and responsibility to (i) select and engage employees; (ii) pay their wages; (iii) dismiss employees; and (iv) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees.

Section 3.7. CSO Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction for prior review by the CSO Director, as designee of the University Board, in the manner provided herein. The Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the CSO Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the University Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the University Charter Schools Office may request. Unless the CSO Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the CSO Director shall notify the Academy if the proposed transaction is disapproved (the CSO Director may disapprove the proposed transaction in his or her sole discretion). If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the CSO Director. By not disapproving a proposed transaction, the CSO Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will terminate at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the University Board. The Academy shall seek a new contract by making a formal request to the University Board in writing at least two years prior to the end of the current Contract Term. The University Board shall provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the University Board. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the University Board as the most important factor of whether to issue or not issue a new contract. The University Board, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need

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

Section 3.9. University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to converting the Academy to a school of excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

## **ARTICLE IV**

### **REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY**

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

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

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

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

- (a) An individual simultaneously serving as an Academy Board member and an owner, officer, director, employee or consultant of an Educational Service Provider or an employee leasing company that has an ESP agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school; and
- (e) An individual simultaneously serving as an Academy employee and a paid consultant or independent contractor to an ESP that has a Management Agreement with the Academy; and
- (f) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University.

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

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
  - (i) Is employed by the Academy;
  - (ii) Works at or is assigned to the Academy;
  - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company.

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

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

## ARTICLE V

### CORPORATE STRUCTURE OF THE ACADEMY

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

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

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Upon Academy Board approval, the Amended Bylaws shall automatically be incorporated into this Contract. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to article X of these Terms and Conditions.

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

## ARTICLE VI

### OPERATING REQUIREMENTS

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

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

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

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

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. To the extent applicable, the pupil performance of the Academy shall be assessed using at least the Michigan Education Assessment Program (MEAP) test or the Michigan Merit Examination (MME) designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be added to the Schedules through a contract amendment approved in accordance with the Contract. Until the matriculation agreement is incorporated into the Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Section 6.17. Postings of AYP and Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the adequate yearly progress status and accreditation status of each school in accordance with section 1280E of the Code, MCL 380.1280E.

## **ARTICLE VII**

### **TUITION PROHIBITED**

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

## **ARTICLE VIII**

### **COMPLIANCE WITH PART 6A OF THE CODE AND OTHER LAWS**

Section 8.1. Compliance with Part 6A of the Code. The Academy shall comply with Part 6A and other parts of the Code that apply to public school academies.

Section 8.2. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, the Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended from time to time.

Section 8.3. Open Meetings Act. The Academy Board shall conduct all of its meetings in accordance with the Open Meetings Act, Act No. 267 of the Public Acts of 1976, as amended, being Sections 15.261 to 15.275 of the Michigan Compiled Laws.

Section 8.4. Freedom of Information Act. The records of the Academy shall be records subject to the provisions of the Freedom of Information Act ("FOIA"), Act No. 442 of the Public Acts of 1976, as amended, being Sections 15.231 to 15.246 of the Michigan Compiled Laws. The Academy Board shall designate a freedom of information coordinator to assure

compliance with FOIA and other applicable law providing for public disclosure or for protection of privacy.

Section 8.5. Public Employees Relation Act. The Academy shall comply with Act No. 336 of the Public Acts of 1947, being Sections 423.201 to 423.217 of the Michigan Compiled Laws. Organizational efforts and collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 8.6. Prevailing Wage on State Contracts. The Academy shall comply with the Prevailing Wage on State Contracts statute, Act No. 166 of the Public Acts of 1965, being Sections 408.551 to 408.558 of the Michigan Compiled Laws.

Section 8.7. Uniform Budgeting and Accounting Act. The Academy shall comply with the Uniform Budgeting and Accounting Act, Act No. 2 of the Public Acts of 1968, being MCL 141.421 to 141.440a.

Section 8.8. Revised Municipal Finance Act of 2001. With respect to the Academy's borrowing money and issuance of bonds, the Academy shall comply with Part VI of the Revised Municipal Finance Act of 2001, Act No. 34 of the Public Acts of 2001, being MCL 141.2601 to 141.2613 of the Michigan Compiled Laws.

Section 8.9. Non-discrimination. The Academy shall be separately responsible for compliance with applicable laws pertaining to equal opportunity and anti-discrimination laws such as the Elliott-Larsen Civil Rights Act, Act No. 453 of the Public Acts of 1976, as amended, being MCL 37.2101 to 37.2804, the Michigan Handicappers' Civil Rights Act, Act No. 22 of the Public Acts of 1976, as amended, being MCL 37.1101 to 37.1607, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 *et seq.* or any successor law.

Section 8.10. Other State Laws. The Academy shall comply with other state laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state law to the Academy.

Section 8.11. Federal Laws. The Academy shall comply with federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other federal law to the Academy.

## **ARTICLE IX**

### **AMENDMENT**

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

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

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

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

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

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

University Board for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

## ARTICLE X

### CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Termination by the Academy. At any time, for any reason, the Academy Board may terminate this Contract before the end of the Contract Term by presenting to the University Board a certified resolution requesting termination. Unless otherwise agreed to by the University Board and the Academy Board, this Contract shall terminate at the end of the school year in which the Contract termination is requested.

Section 10.2. Termination by University Board. The University Board may terminate this Contract before the end of the Contract Term as follows:

- (a) Termination Without Cause. Except as otherwise provided in subsections (b) or (c), the University Board, in its sole discretion, reserves the right to terminate this Contract before the end of the Contract Term for any reason provided that such termination shall not take place less than one (1) year from the date of the University Board's resolution approving such termination. The Charter Schools Office shall provide notice of the termination to the Academy. If during the period between the University Board's action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the University Board may elect to initiate suspension or revocation of the Contract as set forth in this Article X.
- (b) Termination Caused by Change in Applicable Law. Following issuance of this Contract, if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then the University Board may terminate the Contract at the end of the Academy's school fiscal year in which the University Board's decision to terminate is adopted. For purposes of this section, a change in Applicable Law includes without limitation the following:
  - (i) the issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform/Redesign Officer; or
  - (ii) the development of, or changes to, a redesign plan by the Academy pursuant to Section 1280c of the Code.
- (c) Automatic Termination Caused By Placement of Academy in State School Reform/ Redesign School District. If the Academy is notified by the State

that the Academy will be placed in the State School Reform/ Redesign School District pursuant to Section 1280c of the Code, then the University Board may terminate this Contract at the end of the current school year.

The revocation procedures in Section 10.6 shall not apply to a termination of this Contract under this section.

Section 10.3. Contract Suspension. The University Board's process for suspending the Contract is as follows:

- (a) Charter Schools Office Director Action. If the CSO Director determines that probable cause exists to believe that the Academy Board (i) has placed staff or students at risk; (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property; (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities; (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6; (v) has willfully or intentionally violated this Contract or Applicable Law; or (vi) has violated Section 10.5(e) or (f), the CSO Director may immediately suspend the Contract, pending completion of the revocation procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.
- (b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the CSO Director to suspend the Contract, shall be retained by the University Board for the Academy until the Contract is reinstated, or shall be returned to the Michigan Department of Treasury upon request.
- (c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Office Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in Section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board

shall proceed to consider the Hearing Panel's recommendation in accordance with Section 10.6(f) through (h).

Section 10.4. Statutory Grounds for Revocation. In addition to the grounds for an automatic revocation of the Contract as set forth in Section 10.8, this Contract may also be revoked by the University Board upon a determination by the University Board, pursuant to the procedures set forth in Section 10.6, that one or more of the following has occurred:

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

Section 10.5. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.4 and the grounds for an automatic revocation of the Contract set forth in Section 10.8, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (b) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (c) The Academy defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract;
- (d) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the CSO's approval;
- (e) The Charter Schools Office Director discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or
- (f) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the CSO in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

- (g) The Academy violates the site restrictions set forth in the Contract or the Academy operates at a site or sites without the prior written authorization of the University Board; or
- (h) The University Board, its Trustees, officers, employees, agents or representatives are not included as third party beneficiaries under any Management Agreement entered into by the Academy for purposes of indemnifying such parties in accordance with Section 11.10 of the Terms and Conditions.

Section 10.6. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

- (a) Notice of Intent to Revoke. The CSO Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.
- (b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the CSO Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the CSO Director prior to a review of the Academy Board's response.
- (c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the CSO Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the CSO Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the CSO Director shall develop a plan for correcting the non-compliance ("Plan of Correction"). In developing a Plan of Correction, the CSO Director is permitted to adopt, modify or reject any of the Academy Board's response for correcting the deficiencies outlined in the Notice of

Intent to Revoke. The Notice of Intent to Revoke shall be closed if the CSO Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

- (d) Plan of Correction May Include Conditions to Satisfy University Board's Contract Reconstitution Authority. As part of the Plan of Correction, the CSO Director may reconstitute the Academy in an effort to improve student educational performance and to avoid interruption of the educational process. An attempt to improve student educational performance may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members; (iii) withdrawal of the Academy's authorization to contract with an ESP; or (iv) the appointment of a new Academy Board or a conservator/ trustee to take over operations of the Academy. The CSO shall notify the Superintendent of Public Instruction of any Plan of Correction that includes a reconstitution of the Academy to ensure that the Academy is not included on the list of school buildings subject to automatic closure under section 1280c of the Code.
- (e) Request for Revocation Hearing. The CSO Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the CSO Director determines that any of the following has occurred:
- (i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);
  - (ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;
  - (iii) the Academy Board's response admits violations of the Contract or Applicable Law which the CSO Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the CSO Director determines that a Plan of Correction cannot be formulated;
  - (iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;
  - (v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);
  - (vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

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

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

- (f) Hearing before University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the CSO Director's request for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the CSO Director and shall not last more than three hours. The hearing shall be transcribed by a court reporter and the cost of the court reporter shall be divided equally between the University and the Academy. The CSO Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the CSO Director and the Academy Board. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.
- (g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next formal session, the University Board shall consider the Hearing Panel's recommendation at its next formal session and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special formal session to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Michigan Department of Education.

- (h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.
- (i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request.

Section 10.7. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Washtenaw County, Michigan, the Michigan Court of Claims or the Federal District Court for the Eastern District of Michigan – Detroit. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance with this Section 10.7. This Section 10.7 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.8. Automatic Amendment or Revocation by State of Michigan. If the University Board is notified by the Superintendent of Public Instruction that the Academy is subject to closure under Part 6A of the Code ("State's Automatic Closure Notice"), and the Academy is currently not undergoing a reconstitution as part of a Plan of Correction developed under Section 10.6, then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be revoked at the end of the current school year in which the notice is received without any further action of the University Board or the Academy. The University Board's revocation procedures set forth in Section 10.6 do not apply to an automatic revocation initiated by the State.

Following receipt of the State's Automatic Closure Notice, the University Board shall forward a copy of the State's Automatic Closure Notice to the Academy Board and request a meeting with Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in the State's Automatic Closure Notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Revocation Notice shall be directed to the Superintendent of Public Instruction, in a form and manner determined by that office or the Michigan Department of Education.

Section 10.9. Material Breach of Contract. The issuance of an order by the Superintendent of Public Instruction, pursuant to section 1280c of the Code, placing the Academy under the supervision of the State School Reform / Redesign Officer, shall constitute a material breach of this Contract. Following the issuance of the order, the University Charter Schools Office shall notify the Academy of the material breach and request a meeting with Academy Board representatives to discuss the matter. To remedy the material breach, the Academy shall work toward the development of a corrective action plan that is acceptable to the University Charter Schools Office. In addition to other matters, the corrective action plan shall include the Academy's redesign plan prepared pursuant to section 1280c of the Code. The development of a corrective action plan under this Section 10.9 shall not in any way limit the rights of the University Board to terminate, suspend or revoke this Contract.

Section 10.10. Appointment of Conservator/Trustee. Notwithstanding any other provision of the Contract, when the University Board determines that conditions or circumstances exist to lead the University Board to believe that the health, safety, educational or economic interest of the Academy or its students is at risk, the University Board may take immediate action against the Academy pending completion of the procedures described in Sections 10.6. As part of a reconstitution, the University Board may appoint a conservator/trustee to manage the day to day operations of the Academy in place of the Academy Board. A conservator/ trustee appointed by the University Board shall have all the powers and authority of the Academy Board under this Contract and Applicable Law. Upon the appointment of a conservator/ trustee, the appointment and term of office for each Academy Board member shall be suspended and the conservator/ trustee shall act in place of the Academy Board. If this section has been implemented and the Hearing Panel under Section 10.6 determines the revocation to be appropriate, the revocation shall become effective immediately upon the University Board's decision.

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

## **ARTICLE XI**

### **PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES**

Section 11.1. The Academy Budget. The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform

Budgeting and Accounting Act, MCL 141.421, et seq. By July 1st of each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education’s Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 business days after Academy Board approval, revisions or amendments to the Academy’s budget shall be submitted to the Charter Schools Office.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the “first named insured” at all times the following insurance coverages:

<b>M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS</b>	
<b>for Public School Academies (PSA), Strict Discipline Academies (SDA)</b>	
<b>Urban High Schools (UHS) &amp; Schools of Excellence (SOE)</b>	
<b>NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better</b>	
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>General or Public Liability (GL)</b>	Must be Occurrence form
	Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original University PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Must include Corporal Punishment coverage.
	\$1,000,000 per occurrence & \$2,000,000 aggregate.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as an Additional Insured with Primary and Non-Contributory Coverage.
	NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Errors &amp; Omissions</b>	Must include Employment Practices Liability.

<b>(E&amp;O)</b>	
	Must include Corporal Punishment coverage.
	Must include Sexual Abuse & Molestation coverage.
	Must include Directors' & Officers' coverage.
	Must include School Leaders' E&O.
	Can be Claims Made or Occurrence form.
	If Claims Made, retroactive date must be the same or before date of original University-PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	\$1,000,000 per occurrence & \$3,000,000 aggregate.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as an Additional Insured with Primary and Non-Contributory Coverage.
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Automobile Liability (AL) for Owned and Non-Owned Autos</b>	\$1,000,000 per accident.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as Additional Insured with Primary and Non-Contributory Coverage.
See Umbrella section for higher limit requirements.	Higher limits are required if PSA/SDA/UHS/SOE has its own buses.
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Workers' Compensation</b>	Must be Occurrence form.
	Statutory Limits with \$1,000,000 Employers Liability Limits.
Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF)	NOTE: Must have Alternate Employer Endorsement from ESP/MF. Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract.

	NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability limits of \$1,000,000.
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Crime</b>	Must include Employee Dishonesty coverage.
	Must include third party coverage.
	\$500,000 limit.
<b>COVERAGE</b>	<b>REQUIREMENTS</b>
<b>Umbrella</b>	Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.
	Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 limit.
	If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.
	If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&O then they must be in addition to the required Umbrella limit.
	In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.
	University must be included as Additional Insured with Primary and Non-Contributory Coverage.
	All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.
<b>ADDITIONAL RECOMMENDATIONS</b>	
<b>COVERAGE</b>	<b>RECOMMENDATION</b>
<b>Property</b>	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
<b>Cyber Risk Coverage</b>	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
<b>Automobile Physical Damage</b>	Coverage for damage to the owned or used vehicle.
<b><u>DISCLAIMER:</u></b>	

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

<b>M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS - DEFINITIONS</b>	
<b>Insurance Term</b>	<b>Definition</b>
<b>Alternate Employer Endorsement</b>	An endorsement to a Workers' Compensation policy that provides an entity scheduled as an alternate employer with primary workers' compensation and employer's liability coverage as if it were an insured in the policy.
<b>Auto Liability</b>	Coverage for bodily injury or property damage to others incurred by operation of an owned or used motor vehicle.
<b>Auto Physical Damage</b>	Coverage for damage to the owned or used vehicle.
<b>Claims Made</b>	A policy that will provide coverage for a loss that is reported while the policy is in effect (as long as the loss occurs after the Retroactive Date). Once a Claims Made policy is allowed to expire, all coverage for prior losses ceases.
<b>Commercial General Liability (CGL)</b>	Coverage for claims for damages due to bodily injury or personal injury to any person or for damages to tangible property of others. University should always be included as an Additional Insured for CGL.
<b>Corporal Punishment Coverage</b>	Coverage for the policy holder against allegations of corporal punishment (deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable) to registered student(s), even when groundless, false, or frivolous.
<b>Crime Coverage</b>	Coverage for loss of money, securities, or inventory resulting from crime such as employee dishonesty, embezzlement, forgery, robbery, safe burglary, computer fraud, wire transfer fraud, counterfeiting and other criminal acts.
<b>Cyber Liability</b>	Please see below
<b>Directors' &amp; Officers' Errors &amp; Omissions (D&amp;O)</b>	A form of E&O insurance paid on the behalf of directors and officers of a company (or paid for the company itself) to cover damages or defense costs in the event they are sued as individuals for an alleged Wrongful Act related to their organizational activities while they were with that company.
<b>Educational Service Provider (ESP)</b>	An ESP (a.k.a. Management Firm) is a firm hired by a PSA/SDA/UHS/SOE to manage the general operation of the PSA/SDA/UHS/SOE, including the hiring of its employees. In some cases, the PSA/SDA/UHS/SOE may obtain its employees via lease from the ESP.

<b>Employer's Liability Insurance</b>	Coverage for claims and damages due to bodily injury, occupational sickness, or disease or death of an employee when WC may not be an exclusive remedy.
<b>Employment Practices Liability (EPL)</b>	A form of broad insurance coverage that indemnifies the insured for any liability resulting from actual or alleged wrongful termination, sexual harassment, discrimination, or other employment-related claims made against the employer by employees, former employees, or potential employees. Depending on the policy, Employment Practices Liability Insurance can provide coverage for the PSA/SDA/UHS/SOE, its directors and officers, all employees, former employees, volunteers, temporary employees, applicants for employment, partners (professional firms), independent contractors, or outsourced employees.
<b>Errors &amp; Omissions (E&amp;O)</b>	A general term for liability insurance designed to indemnify the insured for an alleged wrongful act because of an error or oversight in conducting the insured's business.
<b>First Named Insured</b>	The person or entity listed first on the policy declarations page as an insured. This primary or first named insured is granted certain rights and responsibilities that do not apply to the policy's other named insureds.
<b>Occurrence Form</b>	With an "occurrence" based policy, even though the policy may have expired, provided the policy was in force at the time that the bodily injury or property damage <b>occurred</b> , a claim can still be made against it.
<b>Primary &amp; Non-Contributory Coverage</b>	Stipulates the order in which multiple policies triggered by the same loss are to respond. For example, a PSA/SDA/UHS/SOE is required to provide liability insurance that is primary and non-contributory to the University that is named as an additional insured. This means the PSA/SDA/UHS/SOE must pay before other applicable policies (primary) and without seeking contribution from other policies that also claim to be primary (non-contributory).
<b>Professional Liability Insurance</b>	Coverage for claims for damages arising out of an error, omission, or negligent act in the performance of professional services.
<b>Retroactive Date</b>	A provision found in many Claims Made policies that eliminates coverage for injuries or damage that occurred prior to the specified Retroactive Date even if the claim is first made during the policy period.
<b>School Leaders' Errors &amp; Omissions</b>	A Claims Made E&O coverage that indemnifies school entities, school boards, employees, student teachers and volunteers for school-related losses that are due to an error in oversight. Such claims could include alleged or actual breach of duty, neglect, errors, misstatements, misleading statements or omissions, including failure to educate.

<b>Security/Police Professional Liability</b>	Provides liability coverage for police officers and police departments, inconjunction with acts, errors, and omissions while performing their professional duties. Coverage includes such perils as false arrest and civil rights violations.
<b>Sexual Abuse &amp; Molestation Coverage</b>	Coverage for the policy holder against allegations of sexual misconduct or molestation to registered student(s).
<b>Statutory Limits (Workers' Compensation)</b>	The minimum amount of Workers' Compensation coverage that is allowed by law.
<b>Tail Coverage</b>	A special liability insurance endorsement that can be purchased to extend a claims made policy beyond the end of the policy period.
<b>Umbrella or Excess Liability</b>	Additional coverage limits higher than (above) the limits of the primary General Liability and Auto policy limits to protect against catastrophic loss. Excess policies sometimes contain exclusions, so should be checked to ensure coverage is at least as broad as primary coverages.
<b>Workers' Compensation (WC)</b>	Coverage for claims under Michigan's WC Act or similar employee benefit act of any other state applicable to an employee. University should not be included as Additional Insured for WC coverage.
<b>Wrongful Act</b>	Any error, misstatement, misleading statement, act, omission, neglect, or breach of duty actually or allegedly committed or attempted by a director or officer, individually or otherwise, in his/her capacity as a director or officer of the PSA/SDA/UHS/SOE.

<b>CYBER LIABILITY GUIDE</b>
Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
<b>Network Security Liability:</b> Liability to a third party as a result of a failure of your network security to protect against destruction, deletion, or corruption of a third party's electronic data, denial of service attacks against internet sites or computers; or transmission of viruses to third party computers and systems.
<b>Privacy Liability:</b> Liability to a third party as a result of the disclosure of confidential information collected or handled by you or under your care, custody or control. Includes coverage for your vicarious liability where a vendor loses information you had entrusted to them in the normal course of your business.

<p><b>Crisis Management and Identity Theft Response Fund:</b> Expenses to comply with privacy regulations, such as communication to and credit monitoring services for affected customers. This also includes expenses incurred in retaining a crisis management firm for a forensic investigation or for the purpose of protecting/restoring your reputation as a result of the actual or alleged violation of privacy regulations.</p>
<p><b>Cyber Extortion:</b> Ransom or investigative expenses associated with a threat directed at you to release, divulge, disseminate, destroy, steal, or use the confidential information taken from the insured, introduce malicious code into your computer system; corrupt, damage, or destroy your computer system, or restrict or hinder access to your computer system.</p>
<p><b>Network Business Interruption:</b> Reimbursement of your loss of income and / or extra expense resulting from an interruption or suspension of computer systems due to a failure of network security to prevent a security breach. Includes sub-limited coverage for dependent business interruption</p>
<p><b>Data Asset Protection:</b> Recovery of costs and expenses you incur to restore, recreate, or recollect your data and other intangible assets (i.e., software applications) that are corrupted or destroyed by a computer attack.</p>

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall have a provision included in all policies requiring notice to the University Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall submit within ten (10) days of insurance renewal “Acord” copies of the insurance certificate of liability insurance and public school academy insurance verification document to the CSO Director, or upon request, submit copies of insurance policies binder sheets evidencing all insurance required by the Contract, and proof of naming University as additionally insured. The Academy shall properly maintain the necessary insurance certificates evidencing the insurance required by the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the University Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office.

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

The University's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the University to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

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

Section 11.4. Lease or Deed for Proposed Single Site. The Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate. A copy of the Academy's lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to an Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to article X of these Terms and Conditions.

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

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct; Compliance with School Safety Initiative. The Academy shall comply with Section 1230 and 1230a of the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with Section 1230b of the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. The Academy shall comply with Sections 1230c through 1230g of the Code. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an educational service provider contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy.

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

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

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

“Indemnification of Eastern Michigan University. The parties acknowledge and agree that the Eastern Michigan University Board of Regents, Eastern Michigan University and its members, officers, employees, agents or representatives are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the parties hereby promise to indemnify and hold harmless Eastern Michigan University, Eastern Michigan University Board of Regents and its members, and their respective officers, employees, agents or representatives from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of Eastern Michigan University, which arise out of or are in any manner connected with Eastern Michigan University Board of Regents’ approval of the Academy’s application, Eastern Michigan University Board of Regents’ consideration of or issuance of a Contract, the Academy Board’s or the Educational Service Provider’s preparation for and operation of the Academy, or which are incurred as a result of the reliance by Eastern Michigan University, Eastern Michigan University Board of Regents or its members, or their respective officers, employees, agents or representatives, upon information supplied by the Academy Board or the Educational Service Provider, or which arise out of the failure of the Academy Board or the Education Service Provider to perform its obligations under the Contract or Applicable Law. The parties expressly acknowledge and agree that Eastern Michigan University, Eastern Michigan University Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against either party to enforce its rights as set forth in this Agreement.”

“Agreement Coterminous With Academy’s Contract. If the Academy’s Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties.”

“Compliance with Academy’s Contract. The Educational Service Provider agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by Eastern Michigan University Board of Regents. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.”

“Compliance with Section 503c. On an annual basis, the ESP agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 380.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy’s website home page, in a form and manner prescribed by the Michigan Department of Education. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement.”

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

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

## ARTICLE XII

### GENERAL TERMS

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

If to the Board of Regents of Eastern Michigan University:

Malverne C. Winborne, Ph.D.  
Director of Charter Schools  
310 Porter Hall  
Eastern Michigan University  
Ypsilanti, Michigan 48197

If to University Counsel:

Larry Barkoff  
Associate General Counsel  
11 Welch Hall  
Eastern Michigan University  
Ypsilanti, Michigan 48197

If to Academy:

Valerie Mates  
President  
Ann Arbor Learning Community  
3980 Research Park Drive  
Ann Arbor, MI 48108

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

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

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

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

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

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

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

Section 12.9. Term of Contract. This Contract shall commence on the date of execution and shall remain in full force and effect until June 30, 2017, unless sooner terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify and hold the University Board, the University and its Board of Regents members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the University Board as an authorizing body under Part 6A of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Regents members, officers, employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing

provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

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

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

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

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

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

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

Section 12.17. Information Available to the Public.

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

shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract.

**As the designated representative of the Eastern Michigan University Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.**

**EASTERN MICHIGAN UNIVERSITY  
BOARD OF REGENTS**

By:   
Susan Martin, Ph.D.  
President

Date: June 27, 2013

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

**ANN ARBOR LEARNING COMMUNITY**

By:   
President, Academy Board Designee

Date: 6/17/2013

**CONTRACT SCHEDULES**

Schedules

Annual Non-Profit Corporation Information Update and  
Restated Articles of Incorporation .....1

Bylaws .....2

Fiscal Agent Agreement .....3

Oversight Agreement .....4

Description of Staff Responsibilities .....5

Physical Plant Description .....6

Required Information for Public School Academy .....7

**CONTRACT SCHEDULE 1**

**Annual Non-Profit Corporation Update and  
Restated Articles of Incorporation**

**DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS  
BUREAU OF COMMERCIAL SERVICES, CORPORATION DIVISION  
NONPROFIT CORPORATION INFORMATION UPDATE**

**2012**

Identification Number <b>754955</b>	Corporation Name <b>ANN ARBOR LEARNING COMMUNITY</b>
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Resident agent name and mailing address of the registered office

**WAYNE MILLETTE  
3980 RESEARCH PARK DR**

**ANN ARBOR MI 48108**

The address of the registered office

**3980 RESEARCH PARK DR**

**ANN ARBOR MI 48108**

Describe the purpose and activities of the corporation during the year covered by this report:

**PUBLIC CHARTER SCHOOL EDUCATING STUDENTS ENROLLED IN KINDERGARTEN THROUGH GRADE EIGHT**

**Officer/Director Information**

NAME	TITLE	BUSINESS OR RESIDENCE ADDRESS
<b>VALERIE MATES</b>	<b>PRESIDENT</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>
<b>TED LAYHER</b>	<b>SECRETARY</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>
<b>JASON JOHNSON</b>	<b>TREASURER</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>
<b>MARY PACKARD</b>	<b>VICE PRESIDENT</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>
<b>VALERIE MATES</b>	<b>DIRECTOR</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>
<b>TED LAYHER</b>	<b>DIRECTOR</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>
<b>JASON JOHNSON</b>	<b>DIRECTOR</b>	<b>3980 RESEARCH PARK DR ANN ARBOR MI 48108</b>

**Electronic Signature**

Filed By <b>WENDI FELGNER</b>	Title <b>Business Manager</b>	Phone <b>734-477-0340</b>
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I certify that this filing is submitted without fraudulent intent and that I am authorized by the business entity to make any changes reported herein.

**Payment Information**

Payment Amount <b>\$ 20</b>	Payment Date/Time <b>08/28/2012 17:29:24</b>	Reference Nbr <b>71315 6800 754955 2012</b>
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**MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH  
BUREAU OF COMMERCIAL SERVICES**

Date Received

*wendi* *xiv* (FOR BUREAU USE ONLY)

**FILED**

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

FEB 22 2008

Trans Info#1 12686135-1 02/19/08  
CPK#: 6449 Amt: \$10.00

Name

Ann Arbor Learning Community

by Administrator  
Bureau of Commercial Services

ID: 754955

Address

3980 Research Park Dr.

City

Ann Arbor

State

Michigan

Zip Code

48108

EFFECTIVE DATE:

Document will be returned to the name and address you enter above.  
If left blank document will be mailed to the registered office.

**RESTATED ARTICLES OF INCORPORATION**  
**For use by Domestic Nonprofit Corporations**  
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 162, Public Acts of 1982, the undersigned corporation executes the following Restated Articles:

1. The present name of the corporation is: Ann Arbor Learning Community

2. The identification number assigned by the Bureau is:

754955

3. All former names of the corporation are:

4. The date of filing the original Articles of Incorporation was: November 26, 1997

The following Restated Articles of Incorporation supersede the Articles of Incorporation as amended and shall be the Articles of Incorporation for the corporation:

**ARTICLE I**

The name of the corporation is: Ann Arbor Learning Community

**ARTICLE II**

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

1. The corporation is organized for the purposes of operating as a public school academy in the State of Michigan pursuant to Part 6A of the Code, being Sections 880.51 to 380.518 of the Michigan Compiled Laws.

Articles II 2-4 are on an additional page attached to this form.

2

**ARTICLE III**

1. The corporation is organized on a nonstock basis.  
(stock or nonstock)
2. If organized on a stock basis, the aggregate number of shares which the corporation has authority to issue is \_\_\_\_\_ . If the shares are, or are to be divided into classes, the designation of each class, the number of shares in each class, and the relative rights, preferences, and limitations of the shares of each class are as follows:
3. If organized on a nonstock basis, the description and value of its real property assets are: (if none, insert "none")

None

and the description and value of its personal property assets are: (if none, insert "none")

The school's property assets include textbooks, technology equipment, office equipment, classroom furniture and office furniture valued at \$70,135.00.

(The valuation of the above assets was as of June 30, 2007 )

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

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

The corporation is organized on a directorship basis.  
(membership or directorship)

**ARTICLE IV**

1. The address of the registered office is:  
3980 Research Park Dr. Ann Arbor, Michigan 48108  
(Street Address) (City) (ZIP Code)
2. The mailing address of the registered office, if different than above:  
\_\_\_\_\_, Michigan \_\_\_\_\_  
(Street Address or P.O. Box) (City) (ZIP Code)
3. The name of the resident agent is: William Morgan, Interim Dean

**ARTICLE V (Additional provisions, if any, may be inserted here; attach additional pages if needed.)**

The corporation is a governmental entity.

Articles VI - XIV are on additional pages attached to this form.

**5. COMPLETE SECTION (a) IF THE RESTATED ARTICLES DO NOT FURTHER AMEND THE ARTICLES OF INCORPORATION; OTHERWISE, COMPLETE SECTION (b).**

a.  These Restated Articles of Incorporation were duly adopted on the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, in accordance with the provisions of Section 642 of the Act by the Board of Directors without a vote of the members or shareholders. These Restated Articles of Incorporation only restate and **integrate and do not further amend** the provisions of the Articles of Incorporation as heretofore amended and there is no material discrepancy between those provisions and the provisions of these Restated Articles.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_

By \_\_\_\_\_

(Signature of Authorized Officer or Agent)

\_\_\_\_\_  
(Type or Print Name)

b.  These Restated Articles of Incorporation were duly adopted on the 7th day of February, 2008 in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate, and **do further amend** the provisions of the Articles of Incorporation and: (check one of the following)

- were duly adopted by the shareholders, the members, or the directors (if organized on a nonstock directorship basis). The necessary number of votes were cast in favor of these Restated Articles of Incorporation.
- were duly adopted by the written consent of all the shareholders or members entitled to vote in accordance with Section 407(3) of the Act.
- were duly adopted by the written consent of all the directors pursuant to Section 525 of the Act as the corporation is organized on a directorship basis.
- were duly adopted by the written consent of the shareholders or members having not less than the minimum number of votes required by statute in accordance with Section 407(1) and (2) of the Act. Written notice to shareholders or members who have not consented in writing has been given. (Note: Written consent by less than all of the shareholders or members is permitted only if such provision appears in the Articles of Incorporation)

Signed this 15 day of February, 2008

By \_\_\_\_\_

(Signature of President, Vice-President, Chairperson, or Vice-Chairperson)

Joe Capuano

Board President

\_\_\_\_\_  
(Type or Print Name)

\_\_\_\_\_  
(Type or Print Title)

## Article II

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

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.
3. The organization is organized exclusively for charitable, religious, education, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.
4. Additionally, the corporation's mission is to nurture independent learners as they acquire the tools they need to shape an environmentally and socially responsible future. In a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning. The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.

## Article VI

Before execution of a contract to charter a public school academy between the corporation and the Eastern Michigan University Board of Trustees, the method of selection, length of term and the number of the members of the Board of Directors of the corporation shall be approved by a resolution of the Eastern Michigan University Board of Trustees as required by the code.

The members of the Board of Directors of the corporation shall be selected by the following method.

1. Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the University Board. Subsequently, the Board of Directors of the corporation shall nominate a list of potential members of the Board of Directors equaling at least twice the number of vacancies on the board. The University Board shall select members from the list of nominees at its next regular meeting taking place at least twenty (20) days following notification to the University Board of the nominees. When the nominations are forwarded to the University Board, they shall be accompanied by the nominees' resumes and each nominee shall be available for interview by the University Board or its designees. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.
2. Length of Term. The term of each member of the Board of Directors shall be three years, except that of members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year.
3. Number of Directors. The number of members shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board.
4. Qualifications. The Board members of the corporation must include (i) a representative of the parents of the children attending the school and (ii) ~~at least one professional educator, preferably a person with school administrative experience.~~ The Board shall not include (i) members appointed or controlled by another for profit or non-profit corporation, and/or (ii) employees of the Ann Arbor Learning Community or (iii) Eastern Michigan University officials, as representatives of Eastern Michigan University.

Restated Articles of Incorporation for Ann Arbor Learning Community (Identification 754955)

5. Oath. All members of the Board of Directors of the corporation must file an acceptance of office with the University. All members of the Board of Directors of the corporation shall take the oath of office required by Section 512a(4)(b)(vi) of the Code.

Article VII

No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine which are organized and operated exclusively for such purposes.

Article VIII

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

Article IX

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

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

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

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

Article X

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

Article XI

The powers and duties of the corporation's officers are as follows:

Section 1- Number The officers of the corporation shall be a President, Vice-President, School Administrator, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Board of Directors.

Section 2 - President The President of the corporation shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Directors attending the meeting, shall preside. The President shall be an ex officio member of all standing committees and shall be the President of those committees designated by the Board of Directors. The President shall, in general, perform all duties incident to the office of President to the Board as may be prescribed by the Board from time to time.

Section 3 - Vice-President In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 4 - School Administrator The School Administrator shall be the Chief Executive Officer of the corporation and shall be hired selected by the Board of Directors. Subject to the control of the Board of Directors, the School Administrator shall in general, supervise and control all the daily regular business and affairs of the corporation. The School Administrator shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the corporation deemed necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. The School Administrator shall have authority to sign, execute and acknowledge, on the behalf of the corporation, all documents or instruments necessary or proper to be executed in the course of the corporation's regular business, or which shall be authorized by resolution of the Board of Directors. The School Administrator shall serve as the Freedom of Information Act officer for the corporation. The School Administrator shall (a) have charge and custody of and be responsible for all funds and securities of the corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the corporation in such banks, trust companies or other depositories as shall be selected by the Board; (d) complete all required filings with the State Board of Education, State Department of Education, and the authorizing body. In general, the School Administrator shall perform all duties incident to the office of the School Administrator and such other duties as may be prescribed by the Board of Directors from time to time.

Section 5 - Secretary The Secretary shall (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of the Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President of the Board.

Section 6 - Treasurer The Treasurer shall (a) complete all required corporate filings; (b) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (c) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the School Administrator or by the Board of Directors.

Restated Articles of Incorporation for Ann Arbor Learning Community (Identification 754955)

Section 7 - Assistants and Acting Officers The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Article XII

The person responsible for the publication and filings required by the Code is the President.

Article XIII

These Articles of Incorporation shall become effective upon filing. However, the corporation shall not carry out the purposes set forth in Article II unless the Eastern Michigan University Board of Trustees issues to the corporation a Contract to operate as a public school academy, and the contract is executed by both the corporation and the Eastern Michigan University Board Trustees.

Article XIV

The name and address of the incorporator is John L. Dillon, 1220 Fair Oaks, Ann Arbor, MI 48104.

**CONTRACT SCHEDULE 2**

**Bylaws**

**BYLAWS**  
**OF**  
**ANN ARBOR LEARNING COMMUNITY**

**ARTICLE I**  
**NAME**

This organization shall be called Ann Arbor Learning Community (the “Academy” or “Corporation”).

**ARTICLE II**  
**FORM OF CORPORATION**

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

**ARTICLE III**  
**OFFICES**

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Ann Arbor, County of Washtenaw, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Charter Schools Office.

**ARTICLE IV**  
**BOARD OF DIRECTORS**

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

Section 2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal,

resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by The Board of Regents of Eastern Michigan University (the “University Board”).

## ARTICLE V

### MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

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

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum present at a duly called meeting of the Academy Board. A “quorum” shall be defined as follows:

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

Section 4. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director’s personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director’s attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

## ARTICLE VI

### COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

## ARTICLE VII

### OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

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

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

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

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

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

Section 10. Salaries. Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

## ARTICLE VIII

### CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

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

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

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

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other

Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

## **ARTICLE IX**

### **INDEMNIFICATION**

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

## **ARTICLE X**

### **FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July in each year.

**ARTICLE XI**  
**AMENDMENTS**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the University President or her designee. In the event that a proposed change is not accepted by the University President or her designee, the University Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the University Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the University Board or its designee.

**ARTICLE XII**  
**CONTRACT DEFINITIONS**

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

**CERTIFICATION**

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Academy Board on the 17 day of June, 2013.

  
\_\_\_\_\_  
Secretary

**CONTRACT SCHEDULE 3**

**Fiscal Agent Agreement**

**SCHEDULE 3**

**FISCAL AGENT AGREEMENT**

This Agreement is part of the Contract issued by the Eastern Michigan University Board of Regents ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Ann Arbor Learning Community, a public school academy.

**Preliminary Recitals**

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

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

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

**ARTICLE I**

**DEFINITIONS AND INTERPRETATIONS**

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

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

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Eastern Michigan University as designated by the University Board.

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

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

"State" means the State of Michigan.

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

## ARTICLE II

### FISCAL AGENT DUTIES

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

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

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

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

Section 2.05. Prior University Review Required for Certain Financial Transactions. The Academy is required to fully comply with Section 3.7 of this Contract's Terms and Conditions.

## ARTICLE III

### STATE DUTIES

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

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

## ARTICLE IV

### ACADEMY DUTIES

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

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

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

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy. In the event an overpayment of any kind is made to the Academy by the Fiscal Agent, the Academy shall be directly responsible for reimbursing the Fiscal Agent.

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

## ARTICLE V

### RECORDS AND REPORTS

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

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

## ARTICLE VI

### CONCERNING THE FISCAL AGENT

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

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

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

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

Section 6.03. Withholding of State Aid Funds. Notwithstanding any other provisions contained in this Contract, at its sole discretion, Eastern Michigan University, acting in its capacity as Authorizer and Fiscal Agent, and within permissible parameters as prescribed by the Code, may elect to increase its administrative fee up to 3% of the total state school aid received by the Public School Academy for all or any portion of the entire school year and thereafter, whenever any amount of state school aid is withheld as a result of the Public School Academy's failure to comply with any requirements of Federal, State or Local law or regulation.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Eastern Michigan University Board of Regents to Ann Arbor Learning Community.

BY: \_\_\_\_\_

Joseph L. Fielek, Director  
Bureau of Bond Finance  
Michigan Department of Treasury

Date: \_\_\_\_\_, 2013

**CONTRACT SCHEDULE 4**

**Oversight Agreement**

## SCHEDULE 4

### OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by The Board of Regents of Eastern Michigan University ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to the Ann Arbor Learning Community (the "Academy"), a public school academy.

#### Preliminary Recitals

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

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

### ARTICLE I

#### DEFINITIONS AND INTERPRETATIONS

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

"Agreement" means this Oversight Agreement.

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

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

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

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

## ARTICLE II

### OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

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

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

k. Perform such other duties and responsibilities, in its sole discretion, which it deems necessary in order to conduct oversight of the Academy's compliance with this Contract, the Code and other applicable law.

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

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements adopted by the Charter Schools Office. The Master Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the CSO Director and counsel for the University Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed Academy Board meeting agenda to the Charter Schools Office at least five (5) days prior to the Academy Board meeting. Provide approved agendas and minutes of all Academy Board of Directors' meetings to the University Charter Schools Office no later than ten (10) days after such items are approved.

g. Submit to the Charter Schools Office within ten (10) days of insurance renewal "ACORD" copies of the insurance certificate of liability insurance. Provide upon request by the Charter Schools Office, and in the manner requested, the Academy's insurance verification document and copies of insurance policies evidencing all insurance as required by the Contract.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.

i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.

j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process.

The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

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

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

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

n. Prior to the issuance of this Contract, the Academy Board shall provide the Charter Schools Office with a copy of the description of staff responsibilities for employees of the Academy for inclusion in the Contract.

o. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; (iii) any start-up expenses incurred by the Academy; and (iv) the total amount of short-term cash flow loans obtained by the Academy. The Academy will make budget revisions in a manner prescribed by law. Within ten (10) days of the Academy Board approving the budget (original and

amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within a section of the website that is accessible to the public.

p. Submit proof annually that the Academy is employing classroom teachers who meet the certification requirements set forth in Part 22 of the Revised School Code, but may use non-certified teachers under circumstances as allowed by law. Before the Academy hires non-certified teachers, it shall notify EMU in writing of its intent to do so no less than 15 days before it takes such action. The Academy shall employ certified administrators and chief business officials as required by law.

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

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

### **ARTICLE III**

#### **RECORDS AND REPORTS**

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

### **ARTICLE IV**

#### **MISCELLANEOUS**

Section 4.01. Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible.

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

## ARTICLE V

### TRANSPARENCY PROVISION

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

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.18(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities

19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.18(b) of the Terms and Conditions:

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

**CONTRACT SCHEDULE 5**

**Description of Staff Responsibilities**

## **School Leader**

**Function:** Direct the school and lead the educational program

Reports to the Human Resources Management Company (HRMP)

Employed by the Human Resources Management Company (HRMP)

Completed criminal history background and unprofessional conduct checks according to State law

### **Responsibilities**

Follow, implement and support the school's mission statement, educational philosophy and the community agreements

#### ***Plan and direct the school's educational operations***

- Facilitate student enrollment through open houses; advertising of open enrollment, collection of completed enrollment forms, and student placement
- Supervise educational activities
- Facilitate all school functions
- Visit each classroom at least once a week
- Attend most school-sponsored events
- Attend after school activities as available
- Coordinate, support, implement and oversee curriculum
- Write grant applications for state and federal funding; write performance reports for grant funding; and develop EMU grant funding narrative and budget
- Participate in special education determinations and allocate resources as appropriate

#### ***Lead and direct the teachers and other staff***

- Identify, interview, evaluate, recommend for hire or termination (to HRMP) of teachers, special education providers, and other staff to HRMP.
- Lead staff meetings
- Complete formal observations & conferences with teachers and staff, providing timely written feedback within 30 days. Complete written annual evaluations of staff, reviewed with each staff member prior to rehire recommendations to HRMP

#### ***Work with the School Board***

- Attend board meetings
- Report activities to the Board
- Enforce the charter and board policies
- Follow and update administrative guidelines

#### ***Work with the parents, students and the school community***

- Support and implement student discipline policy
- Work with the AALC Parent-Teacher-Student Organization (PTSO); attend first PTSO meeting of school year and subsequent PTSO meetings as needed
- Respond to parents' inquiries or communication; meet with parents regarding academic or behavior issues
- Provide behavior management support and address safety concerns
- Lead or co-lead the School Improvement Team
- Write weekly newsletters

#### ***Evaluate the school program***

- Monitor and evaluate students' academic progress
- Oversee students' standardized testing
- Review MEAP and Scantron Performance Services scores and reports
- Direct support services for students academically at-risk
- Write the annual education report for the Michigan Department of Education & complete school's AYP reporting
- Participate in EMU Charter Schools Office annual oversight evaluation

**Qualifications:** Bachelor's Degree required; Masters or Doctorate Degree preferred. Three to five years teaching experience. Experience in educational administration or leadership required. Must meet State administration requirements.

## **Assistant School Leader**

**Function:** Assist and support the school and educational program

Reports to the School Leader

Employed by the Human Resources Management Company (HRMP)

Completed criminal history background and unprofessional conduct checks according to State law

### ***Responsibilities***

Follow, implement and support the school's mission statement, educational philosophy and the community agreements

#### ***Assist and support the school's educational operations***

- Assist in student enrollment
- Support curriculum development and implementation
- Oversee and support staff committees
- Support and assist School Leader with administrative duties

#### ***Support and assist teachers and other staff***

- Support and implement discipline policy
- Attend staff meetings
- Provide data to Human Resources Management Company provider

#### ***Work with the School Board***

- Attend monthly board meetings at School Leader's request or in his/her absence
- Support School Leader's reporting to the Board
- Support School Leader's enforcement of the charter and board policies
- Follow administrative guidelines

#### ***Work with parents, students and school community***

- Hold office hours
- Attend and participate in monthly AALC PTSO meetings
- Respond to parent inquiries

**Qualifications:** Bachelor's Degree required, Master's Degree preferred. Three to five years teaching experience. Experience in education administration or leadership preferred. Must meet State administration requirements.

## **Business Manager**

**Function:** Facilitate the school's business and facility operations

Reports to the School Leader

Employed by the Human Resources Management Company (HRMP)

Completed criminal history background and unprofessional conduct checks according to State law

### **Responsibilities**

Follow, implement, and support the school's mission statement, educational philosophy and the community agreements

#### **Facilitate financial operations**

- Responsible for accounts payable & receivable; maintain accounting records
- Deposit receipts; maintain records of trust and agency funds
- Prepare budget and budget amendments for Board Finance Committee
- Complete schedules and reports for annual financial audit; respond to auditors during field work
- Complete required reports to Michigan Department of Education and other governmental entities
- Complete annual e-rate application and other grant applications as assigned

#### **Maintain school's compliance and reporting**

- Complete pupil accounting, immunization and financial reporting to Michigan Department of Education
- Complete quarterly financial reporting to Eastern Michigan University
- Complete other required reports to governmental entities

#### **Participate in human resources activity**

- Collect and report part-time HRMP staff hours to human resource management company (HRMP)
- Primary contact person for HRMP's invoices
- Utilize HRMP data for budgeting and annual audit

#### **Oversee facility and general operations**

- Contact person for building (landlord or their property management company), building repairs & maintenance, technology support, school's subleases
- Gain quotes, order and schedule maintenance services and building repairs
- Primary contact for contracted cleaning service; maintain and order paper supplies

#### **Support school board's activity**

- Report business activities to board; attend monthly board meetings (and special meetings as necessary)
- Inform Board of contracted services
- Participate in Finance Committee meetings

**Qualifications:** Bachelor's Degree required, Master's Degree in business or administration preferred. Experience in the field of education preferred.

## **Teacher**

**Function:** Educating students and supporting the community

Reports to the School Leader

Employed by the Human Resources Management Company (HRMP)

Completed criminal history background and unprofessional conduct checks according to State law

### **Responsibilities**

Follow, implement and support the school's mission statement, educational philosophy and the community agreements

#### **Develop and provide instruction**

- Prepare and teach lesson plans for differentiating instruction
- Create and maintain learning environment in classroom using community agreements
- Evaluate student work and performance through differentiated evaluation techniques. Document students' performance on progress reports. Communicate student's progress and performance in parent teacher conferences.
- Manage students' behavior to maintain positive peer relationships and encourage students' safety; discipline students according to school policy; document incidents or peer interactions in written reports
- Create Individual Development Plan with School Leader's input and determine professional development workshops, conferences or courses that support personal Plan
- Create and provide substitute teacher plans
- Propose and plan field trips in accordance with procedures outlined by the School Leader; responsible for collecting field trip and classroom contributions from parents and submitting to the office for bank deposit

#### **Interact with parents and community**

- Recruit parent volunteers and request donations for class activities and events
- Attend and participate in school-sponsored organizations, clubs and committees
- Attend and participate in student enrollment activities (open houses, kindergarten round up, preschool recruitment, school outreach, and public relation events)
- Attend after-hours events when they relate to grade level

#### **Keep records**

- Report students' attendance daily
- Complete and distribute progress reports following School Leader's direction and school's timeline; provide copies for students' files
- Retain copies of emergency information forms and field trip permission forms for the school year; complete injury or incident reports
- Maintain personal records of professional development activities for state reporting to maintain teaching certification.

#### **Interact with other school staff**

- Attend staff meetings
- Maintain positive, professional relationships with other teachers; cooperate with all school staff
- Actively support other staff's efforts to meet school goals, mission statement, educational philosophy and community agreements

**Qualifications:** Bachelor's Degree required; current Michigan Teaching Certificate and Highly Qualified Teacher status required

## **Specials Teacher**

**Function:** Educating students and supporting the community

Reports to the School Leader

Employed by the Human Resources Management Company (HRMP)

Completed criminal history background and unprofessional conduct checks according to State law

### **Responsibilities**

Follow, implement and support the school's mission statement, educational philosophy and the community agreements

#### **Develop and provide instruction**

- Prepare and teach lesson plans for differentiated instruction
- Create and maintain learning environment in classroom using community agreements
- Manage students' behavior to maintain positive peer relationships and encourage students' safety; discipline students according to school policy; document incidents or peer interactions in written reports
- Evaluate student work and performance through differentiated evaluation techniques. Document students' performance on progress reports. Communicate student's progress and performance in parent teacher conferences.
- Create Individual Development Plan with School Leader's input and determine professional development workshops, conferences or courses that support personal Plan
- Create and provide substitute teacher plans

#### **Interact with parents and community**

- Recruit parent volunteers and request donations for class activities and events
- Attend and participate in school-sponsored organizations, clubs and committees
- Attend and participate in student enrollment activities (open houses, kindergarten round up, preschool recruitment, school outreach, and public relation events)
- Attend evening events
- Showcase student talents in "specials" area.

#### **Keep records**

- Report students' attendance daily
- Complete and distribute progress reports following School Leader's direction and school's timeline; provide copies for students' files
- Retain copies of emergency information forms and field trip permission forms for the school year; complete injury or incident reports
- Maintain personal records of professional development activities for state reporting to maintain teaching certification.

#### **Interact with other school staff**

- Attend staff meetings
- Maintain positive, professional relationships with other teachers; cooperate with all school staff
- Actively support other staff's efforts to meet school goals, mission statement, educational philosophy and community agreements

**Qualifications:** Bachelor's Degree required; current Michigan Teaching Certificate and Highly Qualified Teacher status required

## **Special Education Provider**

**Function:** Evaluate and provide support services to students as required by the IDEA and as determined by the Individualized Education Plans; May provide service to students without plans according to student's need and available funding

Reports to the School Leader

Employed by the Human Resources Management Company (HRMP) or a third party business (service provider)

Completed criminal history background and unprofessional conduct checks according to State law

### ***Responsibilities***

Follow, implement and support the school's mission statement, educational philosophy and the community agreements

### ***Provide special education services to students***

- Identify students eligible for special education services
- Assess students' cognitive, social/behavioral, speech/language, or fine/gross motor skills and academic achievement
- Attend and/or provide information for Student Study Team meetings
- Lead or attend Individualized Education Plan and/or Multidisciplinary Evaluation Team meetings to create or update students' individualized education plan
- Prepare plan with team members to address student's needs
- Provide one-on-one or group interventions, support and services
- Consult with teachers; suggest academic accommodations, modifications, behavioral interventions, or discipline guidelines; supports students and teachers in the classroom; communicate with parents
- Document students' performance level in quarterly progress reporting and complete evaluations and documentation and hold meetings in accordance with MDE and IDEA guidelines
- Utilize special education case management system (designated by WISD) for student demographic data, student documents and reports.

### ***Provide support to school community***

- Facilitate skills groups
- Coach students' conflict resolution, social skills, organizational skills and peer relations
- Support classroom management, assist with behavior or discipline guidelines
- Model behavior management
- Educate and train staff; arrange staff training and presentations at School Leader's request or direction
- Respond to parents' and teachers' requests for information and resources; refer parents to outside agencies or professionals

Qualifications: Bachelor's Degree required; current licensure or certification, Michigan teaching certificate or State approval required; for providers with teaching certificates, Highly Qualified Teacher status required

## **Paraprofessional Staff**

**Function:** Support instructional activities or school business

Reports to the School Leader or School Leader's designee

Employed by the Human Resources Management Company (HRMP)

Completed criminal history background and unprofessional conduct checks according to State law

### **Responsibilities**

Follow, implement and support the school's mission statement, educational philosophy and the community agreements

#### **Support students and instructional activities in the classroom**

- Support teacher's instruction and classroom activities; work with individual students or small groups; modify activities for students with special needs
- Work cooperatively with teacher; help maintain positive learning environment
- Document students' progress; report progress and performance to teacher
- Supervise student(s) in classroom, during recess and on field trips
- Manage students' behavior to maintain positive peer relationships and encourage students' safety; discipline students; document incidents or peer interactions in written reports

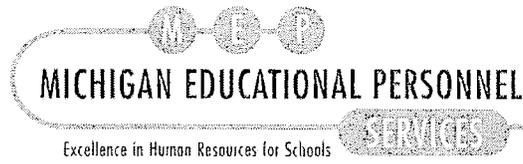
#### **Support students and instructional activities outside the classroom**

- Supervise students in small or large groups; maintain positive safe environment indoors and outdoors
- Monitor students' behavior and peer interactions; set limits and redirect students as needed; resolve conflicts between students
- Document incidents or negative peer interactions in written reports

#### **Responsibilities when assigned to school office or when providing administrative support**

- Answer multi-line phone system; forward calls and messages to staff
- Greet and direct visitors
- Complete office or computer tasks for teachers or other staff
- Research supply or equipment purchases; place supplies and equipment orders; verify shipments to orders
- Log student attendance; verify attendance records with teachers
- Forward student enrollment inquiries to designated staff person; schedule prospective parent visits; support the management of completed enrollment and registration forms
- File progress reports and other documents in students' files; maintain organization of all student files with business manager
- Support copier/printer and other office equipment; notify business manager of need for repair or external support

**Qualifications:** High school diploma required; coursework towards or completion of Associates or Bachelor's Degree preferred; experience with children and adolescents; for staff supporting students in classrooms, Highly Qualified status may be required



July 11, 2013

Dear AALC Board,

This letter is to signify that the AALC Board has requested that MEP Services continue to service AALC employees from the dates of July 1 – August 31, 2013. MEP Services will continue to bill at the same rate reflected in our contract that expires June 30, 2013

Please let us know if you have any questions,

Thank you,

[Redacted signature]

7/11/13

Carlie Lockwood  
Vice President of Human Resources  
MEP Services

[Redacted signature]

7/11/13

AALC Board Representative Signature and Date



June 11, 2013

Dear AALC Board,

This letter is to signify that the AALC Board has requested that MEP Services continue to service AALC employees from the dates of July 1 – July 31. MEP Services will continue to bill at the same rate reflected in our contract that expires June 30, 2013. If services are needed during the month of August, AALC will need to contact MEP Services and request continued services by July 15, 2013.

Please let us know if you have any questions,

Thank you,

[Redacted signature]

6/11/13

Carlie Lockwood  
Vice President of Human Resources  
MEP Services

[Redacted signature]

6/11/13

AALC Board Representative Signature and Date

## SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into as of July 1, 2009 by and between **CSP MANAGEMENT INC.**, a Michigan corporation duly authorized in Michigan to conduct business as **MICHIGAN EDUCATIONAL PERSONNEL SERVICES** (MEP Services) and **ANN ARBOR LEARNING COMMUNITY**, a Michigan public school academy (the "Academy") formed under Part 6(A) of the Revised School Code (the "Code"), as amended, being MCL §380.501 to §380.507. **CSP MANAGEMENT INC.** is currently a wholly owned corporation of **CS PARTNERS, LLC**, a Michigan limited liability company.

The Academy is a charter school organized as a public school academy under the Code. The Academy has been granted a contract (the "Contract") by the **BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY** (the "Authorizer") to organize and operate a public school academy. The Authorizer is the statutory authorizing body. The Code permits a public school academy to contract with persons and entities for the operation and management of the public school academy.

The Academy and MEP Services desire to enter into an independent contracting relationship whereby MEP Services will be engaged to provide the personnel services as set forth in this Agreement and in Exhibit A attached to the Agreement. This Agreement between the Academy and MEP Services sets forth the understandings with respect to the relationship between them, the scope of their relationship and the limitations on the relationship between the parties.

THEREFORE, in consideration of the mutual promises contained in this Agreement and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged by each of the parties, the parties agree as follows:

### ARTICLE I

#### Relationship of the Parties and Other Matters

- A. Authority. The Academy represents that (a) it is authorized by law to contract with a private entity for the provision of educational personnel services to the Academy, (b) it has executed the Contract with the Authorizer to organize and operate a public school academy, (c) it is authorized by the Authorizer to supervise and control such academy, and (d) it is vested with all powers necessary or desirable for carrying out the duties contemplated in this Agreement.

To the extent permitted by law, the Academy hereby authorizes and grants to MEP Services, the necessary authority and power to perform under this Agreement. This authorization and grant of authority and power also is intended to include any additional authority or power which is subsequently granted to the Academy by the Board of Directors of the Academy (the "Board"), or by applicable laws.

This Agreement is executed by a duly authorized member of the Board (on behalf of the Academy), and by so executing this Agreement the Board acknowledges and accepts all obligations and responsibilities related to the Board as set forth in this Agreement. This Agreement is further executed by a duly authorized representative or designee of MEP Services or CSP Management Inc. (on behalf of MEP Services), and by so executing this Agreement MEP Services acknowledges and accepts all obligations and responsibilities related to MEP Services as set forth in this Agreement.

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- B. Relationship of the Parties. MEP Services is not a division, subsidiary or any part of the Academy. The Academy is a corporate and governmental entity authorized under the Code. The Academy is not a division or any part of MEP Services. The relationship between the parties hereto was developed and entered into through arms-length negotiation and is based solely on the terms of this Agreement.
- C. MEP Services as Independent Contractor; Agency. The parties to this Agreement intend that the relationship of MEP Services to the Academy is that of an independent contractor, and not an employee of the Academy. No agent or employee of MEP Services shall be determined to be an agent or employee of the Academy, except as expressly acknowledged, in writing, by the Academy.
- D. No Related Parties or Common Control. The parties hereby agree that none of the voting power of the governing body of the Academy or the Board will be vested in MEP Services or its directors, members, managers, officers, shareholders, or employees. Further, the Academy and MEP Services are not, and shall not become: (a) members of the same controlled group, as that term is defined in the Internal Revenue Code of 1986, as amended (the "IRS Code"); or (b) related persons, as that term is defined in the IRS Code.
- E. The Board. The Board is the governing body with oversight responsibilities over the Academy. The parties acknowledge that throughout this Agreement the term "Board" and the term "Academy" are sometimes used interchangeably in some sections for the sole purpose of readability based on the nature and subject-matter of the article/section. This Agreement is executed by a duly authorized member of the Board (on behalf of the Academy), and by so executing this Agreement the Board acknowledges and accepts all obligations and responsibilities related to the Board as set forth in this Agreement.

## ARTICLE II Term

This Agreement shall be effective for the duration of the Academy's current authorizing contract with Eastern Michigan University (the "Term"), subject to earlier termination under Article V. There is no renewal provision of this Agreement.

## ARTICLE III Compensation and Reimbursement of Costs

- A. Compensation for Services. During the Term of this Agreement, the Board shall pay MEP Services an annual fee of three and 6/10 percent (3.6%) of total gross wages paid to staff assigned to the Academy (the "Fee"). The parties agree that the Fee amount is reasonable compensation for the provision of the Services. Such Fee shall not be less than \$30,000 nor more than \$60,000 in any fiscal year of the Academy.
- B. Payment of Costs. MEP Services' expenditures for providing personnel to the Academy shall not be authorized to exceed the total budget as approved, and amended, by the Board. The Academy will forward to MEP Services the funds to pay to all costs of the personnel provided to the Academy pursuant to this Agreement in accordance with the terms of the budget.

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C. Payment. MEP Services shall be advanced funds for payroll expenses no later than the second day preceding each payroll date for MEP Services' employees performing services at the Academy. Said funds shall be deposited by the Academy into a payroll account designated by MEP Services. All other expenses incurred by MEP Services will be paid by the Academy by the 15<sup>th</sup> day of the month following the month the expenditure was incurred by MEP Services. Notwithstanding any other term or provision in this Agreement to the contrary, in the Board's discretion, the Academy may pay fees and advance funds to pay for costs incurred by MEP Services. However, documentation of all expenses paid with advanced funds must be presented to the Board for ratification/approval at regularly scheduled Board meetings. Reports submitted to the Board for review and approval shall include but not be limited to a detail of budget to actual revenues and expenditures with an explanation of variances and a detailed schedule of expenditures.

D. Availability of Funds. Notwithstanding any other term or provision in this Agreement to the contrary, MEP Services shall not be, directly or indirectly, liable to any third party for any cost or expense incurred by the Academy, and MEP Services shall only be required to perform its responsibilities under this Agreement to the extent that MEP Services has received such revenues from the Academy pursuant to the terms of this Agreement.

E. Other Institutions. The Academy acknowledges that MEP Services may enter into agreements similar to this Agreement with other public or private educational schools or institutions (the "Institutions"). MEP Services shall maintain separate accounts for reimbursable expenses incurred on behalf of the Academy and for reimbursable expenses incurred on behalf of the Institutions. MEP Services shall only charge the Academy for expenses incurred on behalf of the Academy. MEP Services shall only charge the Academy for reimbursable expenses incurred on behalf of the Academy with the prior written approval of the Board. Any other costs to be borne solely by MEP Services, with the following exclusions not requiring the prior approval of the Board for reimbursement:

- i. payroll under the terms of the contract;
- ii. payment of premiums for workers compensation;
- iii. payment of insurance;
- iv. payment of employee taxes and retirement; and
- v. reasonable advertising expenses under the amount of \$250.

If MEP Services incurs authorized reimbursable expenses on behalf of the Academy and the Institutions which are incapable of precise allocation between the Academy and the Institutions, then MEP Services shall allocate such expenses among the Institutions and the Academy, on a pro-rata basis, based on the number of students enrolled at the Academy and the Institutions, or upon such other equitable basis as agreed by the parties.

F. Financial Reporting. MEP Services shall provide the Board with:

1. A projected annual budget of the costs of the personnel services to be provided to the Academy by MEP Services under this Agreement.
2. A detailed invoice for payroll costs to be provided to the Academy by MEP Services on a per payroll basis.
3. All information requested by the Academy's independent certified public accountants as necessary for the completion of the Academy's annual audit, in compliance with the Charter, the Code, and other applicable laws and regulations.

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4. Other information on a periodic basis to enable the Board to monitor MEP Services' performance and the efficiency of MEP Services' personnel services provided to the Academy. MEP Services shall provide reasonably requested or expected information to the Board upon the Board's reasonable request, to enable the Board to monitor MEP Services' performance under this Agreement. A representative of MEP Services will attend board meetings on a quarterly basis if necessary or upon the specific request of the Academy Board.
- G. Access to Records. MEP Services shall keep accurate financial records pertaining to the personnel services provided to the Academy, together with all Academy personnel records prepared by or in the possession of MEP Services, and retain all of said records for a period of five (5) years from the close of the fiscal year to which such books, accounts and records relate. MEP Services and the Academy shall maintain the proper confidentiality of personnel and other records as required by law. All Academy financial records retained by MEP Services pertaining to the Academy shall be available to either the Academy or the Authorizer for inspection and copying upon reasonable request.
- H. Year-End Reconciliation and Settlement. At the close of the fiscal year, MEP Services must provide a final account for Academy funds advanced to MEP Services and the expenditures of these funds by MEP Services to pay budgeted expenses. Based on that reconciliation, excess funds advanced to MEP Services shall be returned to the Academy, and a deficit of advanced funds shall be reimbursed to MEP Services by the Academy within 30 days of the submission of the audited financial statements to the Michigan Department of Education and the Michigan Department of Treasury.

#### ARTICLE IV PERSONNEL SERVICES

- A. Personnel Responsibility. MEP Services shall assist in identifying all personnel necessary for the operation of the Academy as determined by the Board and the annual budget. MEP Services shall work with the School Leader to recommend staffing levels, and select, evaluate, assign, discipline and transfer personnel, consistent with applicable laws, and consistent with the parameters adopted and included within the Educational Program of the Contract. MEP Services shall notify the Board prior to the transfer of any Academy personnel.
- B. School Leader. The Board may identify and appoint a School Leader to administer the Educational Program at the Academy (the "School Leader"), subject to MEP Services approval. In the alternative, the Board may elect to have MEP Services identify and appoint a School Leader to administer the Educational Program at the Academy, subject to Board approval. In either case, the School Leader will be an employee of MEP Services that may be disciplined by MEP Services in its sole discretion. MEP Services shall consult with and obtain prior approval of the Board prior to the termination of the School Leader. If the Board becomes dissatisfied with the performance of the School Leader, it shall state the causes of such dissatisfaction in writing and deliver it to MEP Services, and MEP Services shall have a reasonable period of time to remedy the dissatisfaction; however if it cannot remedy the dissatisfaction, MEP Services shall remove and replace the School Leader at the Academy as soon as practicable. Additionally, it is agreed that any dissatisfaction of the Board shall be reasonable in nature and related specifically to the duties and responsibilities of the School Leader at the Academy.

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- C. Teachers and staff. MEP Services will work with the School Leader to provide the Academy with qualified teachers and support staff. MEP Services will empower the School Leader with the authority to select and hold accountable the teachers and support staff for the operation of the Academy. The curriculum taught by such teachers shall be the curriculum prescribed by the Contract. Such teachers may, in the discretion of MEP Services, work at the Academy on a full or part time basis. If assigned to the Academy on a part time basis, such teachers may also work at other schools managed or operated by MEP Services. Each teacher assigned or retained to the Academy shall hold a valid teaching certificate or a valid teaching permit issued by the State Board of Education under the Code, to the extent required under the Code and all other requirements as established by the Michigan Department of Education, the Academy's authorizer, and state and federal law.
- D. Criminal Background Checks. MEP Services shall conduct criminal background checks and unprofessional conduct checks on its employees that are assigned to the Academy and all subcontractors assigned to regularly and continuously work under contract in the Academy as required by law, as if it were a public school academy under the Code. MEP Services agrees that it shall not assign any of its employees, agents or other individuals to perform any services under this Agreement except as permitted under Sections 1230, 1230a and related provisions of the Revised School Code pertaining to criminal background checks and criminal conduct. MEP Services shall require that the results of the criminal background check are received, reviewed, and used (subject to a verification process) by the School Leader acting on behalf of the Academy and/or its Board of Directors, only as permitted by law to confirm that the individual does not have a criminal history and to evaluate the qualifications of the individual for his/her assignment.
- E. Employer of Personnel. Except as specified in this Agreement, all teaching support staff and other non-teaching personnel performing functions on behalf of the Academy shall be employees of MEP Services. Compensation of all employees of MEP Services shall be paid by MEP Services. For purposes of this Agreement, "compensation" shall include salary, fringe benefits, and state, federal, local, and social security tax withholdings. MEP Services shall be responsible for paying its portion of social security, unemployment, and any other taxes required by law to be paid on behalf of its employees assigned to the Academy. Unless required by applicable statute, court or administrative decision, or Attorney General's opinion, MEP Services shall not make payments to the Michigan Public School Employees' Retirement System or any other public retirement system on behalf of its employees. MEP Services shall be responsible for conducting criminal record checks and unprofessional conduct checks on its employees, as if a public school consistent with state law. Teachers employed by MEP Services are not entitled to continuing tenure under MCL §38.71 et. seq.

**ARTICLE V**  
**Termination**

- A. Termination by MEP Services. MEP Services may terminate this Agreement prior to the end of the Term in the event the Board fails to remedy a material breach within the required time frames below. A material breach includes, but is not limited to, MEP Services' failure to receive for any reason, compensation or reimbursement as required by the terms of this Agreement. MEP Services may also terminate this Agreement if the Academy makes decisions regarding personnel inconsistent with the recommendations of MEP Services that are detrimental to the Academy operations and/or are not in accordance with the Charter contract and objectives, the Code and all other applicable laws, rules and regulations, including written personnel policy.

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The Academy has ten (10) days after notice from MEP Services to remedy a breach that involves the advancement of funds for all "compensation" required for payroll or to reach an agreement with MEP Services on the payment of those funds. The Academy has thirty (30) days after notice from MEP Services to remedy all other material breaches.

Termination prior to the end of the Term shall not relieve the Academy of any financial or other obligations to MEP Services outstanding as of the date of termination. Failure by MEP Services to (a) declare a breach, (b) place the Academy on notice thereof, or (c) fail to exercise or exert any remedy available to MEP Services under this Agreement or applicable laws, shall not be deemed a waiver of MEP Services' right and remedies whatsoever.

- B. Termination by Academy. The Academy may terminate this Agreement prior to the end of the Term in the event that MEP Services fails to remedy a material breach within the required time frames below. A material breach includes, but is not limited to: (a) failure by MEP Services to reasonably account for its expenditures; and/or (b) failure by MEP Services to provide the services as required by this Agreement.

MEP Services has ten (10) days after notice from the Academy to remedy a breach that involves the non-payment of funds for all "compensation" required for payroll (provided that MEP Services has received such funds from the Academy to do so) or to reach an agreement with the Academy on the payment of those funds. MEP Services has thirty (30) days after notice from the Academy to remedy all other material breaches. Upon expiration of this Agreement, or termination for any reason, all authorized advances or future out-of-pocket expenses, if any, paid by MEP Services shall be immediately repaid by the Academy, unless otherwise agreed in writing by MEP Services and the Academy.

Notwithstanding the foregoing, The Academy may terminate this Agreement upon reasonable notice, without penalty or cause, at the end of the third year of the Term.

- C. Change in Law. If any federal, state or local law or regulation, or court or administrative decision, or attorney general's opinion (collectively referred to in this Agreement as the "applicable laws") has a substantial and material adverse impact (as reasonably determined by the party suffering the impact) on the ability of the impacted party to carry out its obligations under this Agreement, then the impacted party, upon written notice, may request a renegotiation of this Agreement. If the parties are unable or unwilling to successfully renegotiate the terms of this Agreement within ninety (90) days after the notice, and after making good faith efforts which shall include, but not be limited to, the use of a third party arbitrator and/or alternative dispute resolution process, the impacted party may terminate this Agreement as of the end of the then-current academic year.
- D. Transition. In the event of any termination prior to the end of the Term of this Agreement, MEP Services shall provide the Academy reasonable assistance for up to thirty (30) days to assist in the orderly transition to another service provider or to a regular school. MEP Services shall also deliver all records in its possession including financial, student or otherwise relating to the Academy within five (5) business days. Additionally, the Board, at its sole cost and expense, shall have the right upon termination or expiration of this Agreement to conduct an independent audit of the services provided by MEP Services, and MEP Services shall cooperate in the production of any and all documents necessary for the audit. Notwithstanding the foregoing, MEP Services shall not be obligated to provide such reasonable assistance if the reason for the termination was

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the documented willful misconduct of the Academy which resulted in financial damages to MEP Services exceeding \$10,000, as reasonably determined by MEP Services.

- E. Obligations upon Termination or Expiration. Upon any termination or the expiration of this Agreement, the parties shall remain obligated for all financial or other obligations due at the time of the termination or expiration.

## ARTICLE VI Indemnification & Cooperation

- A. Indemnification of MEP Services. The Academy shall indemnify, save, and hold harmless MEP Services and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits or other forms of liability that might arise out of or by reason of any noncompliance by the Academy with any agreements, covenants, warranties or undertakings of the Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Board and the Academy contained in or made pursuant to this Agreement. In addition, the Academy shall reimburse MEP Services for any and all legal expenses and costs associated with the defense of any such claim, demand or suit.
- B. Indemnification of the Academy. MEP Services shall indemnify, save, and hold harmless the Academy and all of its employees, officers, directors, subcontractors, and agents against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of any noncompliance by MEP Services with any agreements, covenants, warranties, or undertakings of MEP Services contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of MEP Services contained in or made pursuant to this Agreement. In addition, MEP Services shall reimburse the Academy for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirement of this Section shall be met by the purchase of insurance pursuant to Article VII below.
- C. Indemnification for Negligence. To the extent permitted by law Each party to this Agreement shall indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, and representatives, from any and all claims and liabilities which they may incur and which arise out of the negligence of the other party's trustees, directors, officers, employees, agents, or representatives. However, nothing contained herein is intended to waive the Academy's government immunity.
- D. Mutual Duty to Cooperate. The parties acknowledge that each party has a duty and obligation to cooperate with the other party, and further that such duty to cooperate is a material part of this Agreement. The purpose of the duty to cooperate is to enable each party to perform its obligations as efficiently as possible. The duty to cooperate shall include all areas of the business of the Academy and the Services, including but not limited to potential and actual issues related to employees or teachers as they arise. The duty to cooperate also includes reasonable assistance in the event of litigation or a dispute involving a party related to the Academy or the Services provided, such as provision of testimony, records and/or documents reasonably related to the litigation or dispute (which are not otherwise protected from disclosure).

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**ARTICLE VII**  
**Insurance**

- A. Academy Insurance. The Academy shall maintain general liability insurance and umbrella insurance coverage in the amounts as required by EMU. MEP Services shall comply with any reasonable information or recording requirements under the Academy's insurer(s), to the extent reasonably practicable. Verification of sufficient coverage is attached as Schedule B. MEP shall present evidence that it maintains the requisite insurance to EMU and the academy upon reasonable notice.
- B. MEP Services Insurance. MEP Services shall maintain separate general liability and umbrella insurance coverage, with the Academy and EMU listed as an additional insured on all policies. MEP Services shall maintain such insurance in amounts and in accordance with the requirements of the Michigan University Self-Insurance Corporation (MUSIC).
- C. Workers' Compensation Coverage. Additionally, each party shall maintain workers' compensation insurance, as required by state law, covering their respective employees.

**ARTICLE VIII**  
**Warranties and Representations**

- A. Warranties and Representations of the Academy. The Academy represents to MEP Services that (a) it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, (b) its actions have been duly and validly authorized, and (c) it will adopt the necessary resolutions or expenditure approvals required for execution and performance under this Agreement.
- B. Warranties and Representations of MEP Services. MEP Services represents and warrants to the Academy that (a) it is a Michigan corporation in good standing duly authorized to conduct business in the State of Michigan, (b) that representatives of MEP Services or CSP Management Inc., have the authority under applicable laws to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, (c) its actions have been duly and validly authorized, and (d) it will adopt any and all resolutions required for execution of this Agreement.
- C. Mutual Representations and Warranties. Each party represents and warrants to the other party that except as disclosed in writing to the other party, to its knowledge, there are no pending actions, claims, suits, or proceedings, whether threatened or reasonably anticipated, against or effecting it, which if adversely determined would have a material adverse effect (as might be reasonably determined by the non-affected party if disclosed) on its ability to perform its obligations under this Agreement.

**ARTICLE IX**  
**Alternative Dispute Resolution**

- A. Mediation. Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement shall first be submitted to

mediation for resolution in Livingston County. Both parties must mutually agree upon the mediator selected and shall participate in all meetings in good faith. The mediation shall be conducted in accordance with the rules of the American Arbitration Association seated in Livingston County, Michigan, with such variations as the parties and arbitrators unanimously accept. The parties will share equally in the costs of the mediation including forum fees, expenses and charges of the mediator.

- B. Arbitration. If the mediation does not result in a mutually satisfactory compromise, then the matter shall be resolved by arbitration, and such procedure shall be the sole and exclusive remedy for such matters. Unless the parties agree upon a single arbitrator, the arbitration panel shall consist of three (3) persons. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association seated in Livingston County, Michigan, with such variations as the parties and arbitrators unanimously accept. The arbitrators' award shall be final and binding. A judgment on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction, by any party, without the consent of the other party. The losing party shall pay the cost of arbitration, not including attorney fees. It shall be within the discretion and purview of the arbitrator or arbitration panel to award reasonable attorney fees to the prevailing party.
- C. Notwithstanding subsections A and B above, the Academy retains the right to initiate a lawsuit if necessary to obtain temporary injunctive relief from the court within the state of Michigan that possesses the proper jurisdiction over the parties. In the event temporary injunctive relief is granted by a court of law, the parties agree to revert to mediation and/or arbitration to resolve the underlying basis for the injunctive relief as set forth under Article IX (A) and (B) above.

#### ARTICLE X Miscellaneous

- A. Entire Agreement. This Agreement supersedes and replaces any and all prior written or oral agreements and understandings between the Academy and MEP Services. This Agreement, including all Exhibits, constitutes the entire agreement of the parties.
- B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, accident, labor strike, flood, terrorism, or other acts beyond its reasonable control.
- C. Governing Law. This Agreement and the rights of the parties hereto shall be interpreted according to the laws of the State of Michigan.
- D. Official Notices. All notices or other communications required by the terms of this Agreement shall be in writing and sent to the parties at the addresses set forth below. Notice may be given by certified or registered mail, postage prepaid, return receipt requested, or personal delivery. Notices shall be deemed to have been given on the date of personal delivery, or, if given by mail, the postmark date. Unless amended or updated in writing, the addresses of the parties hereto for the purposes of this Agreement shall be:

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The Academy: Board President  
Ann Arbor Learning Community  
3980 Research Park Drive  
Ann Arbor, MI 48108

MEP SERVICES: CS Partners, LLC  
MEP Services, Inc.  
c/o Charles Stockwell  
2120 Progressive Drive  
Hartland, Michigan 48353

- E. Assignment. This Agreement shall not be assigned (a) by MEP Services, without prior consent of the Board, in writing, which consent shall not be unreasonably withheld; or (b) by the Board, without the prior consent of MEP Services, in writing, which consent shall not be unreasonably withheld. MEP Services may, without the prior consent of the Board, delegate the performance of but not responsibility or liability associated with any duties and obligations of MEP Services hereunder to any independent contractor, expert or professional adviser.
- F. Amendment. This Agreement may only be amended in writing, signed by a duly authorized representative of each party.
- G. Effect of Headings. The underlined headings are included for convenience of the reader, and if the underlined headings are inconsistent with the other text the underlined text shall be disregarded.
- H. Tax Exempt Financing. If at any time the Academy determines that it is in the best interests of the Academy to obtain financing from the Michigan Public Educational Facilities Authority or any other type of financing that is tax-exempt pursuant to the IRS Code, then the parties hereby agree that this Agreement shall be amended for the sole and limited purpose of compliance with Revenue Procedure 97-13, and/or its progeny. Any such automatic amendment shall be as limited as practicable, and the parties shall promptly execute a written agreement reflecting such amendment.
- I. Waiver. No waiver of any portion of this Agreement shall be deemed or shall constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver unless otherwise expressly stated in writing.
- J. Severability. The invalidity of any portion or term of this Agreement shall not affect the remaining portions or terms of this Agreement. In the event a portion or a term of this Agreement is deemed invalid, the parties shall cooperatively work together to modify the invalid portion or term as minimally as possible to cure the invalidity, while at all times preserving the spirit and purpose of the applicable portion or term.
- K. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and permitted assigns.

- L. No Third Party Rights. This Agreement is made for the sole benefit of the Academy and MEP Services. Except as otherwise expressly provided herein, nothing in this Agreement shall create or be deemed to create a relationship between the parties, or either of them individually with any third person, third party beneficiary, fiduciary, or the Authorizer.
- M. Survival of Termination. All representations, warranties, and indemnities made in this Agreement shall survive any termination or expiration of this Agreement without limitation.
- N. Delegation of Authority; Compliance with Laws. Nothing in this Agreement shall be construed as delegating to MEP Services any of the powers or authority of the Board which are not subject to delegation by the Board in accordance with all applicable laws. The parties agree to comply with all applicable laws.
- O. Execution. The parties may execute this Agreement by facsimile or in counterparts. A facsimile or photographic copy of this Agreement may be relied upon by either party, or any third party, as if it were an original signature copy. If this Agreement is executed in counterparts, the separate counterpart signature pages shall be combined and treated by the parties, or any third party, as if the separate counterpart signature pages were part of one original signature copy.
- P. Review by Independent Counsel. The parties agree that each has reviewed, or had the opportunity to review, this Agreement with its own independent legal counsel prior to the execution of this Agreement.

The undersigned hereby execute this Agreement as of the date set forth first above.

**The Academy:**

**ANN ARBOR LEARNING COMMUNITY**

By: [Redacted] 07/13/09

Its: Board President

**MEP SERVICES:**

**MEP SERVICES INC., a Michigan corporation**

By: [Redacted] 7/5/09

Charles Stockwell  
Its: President

11/22/09 [Signature]

**CONTRACT SCHEDULE 6**

**Physical Plant Description**

### Physical Plant Description

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See MCL 380.502(3)(j); 380.503(5)(d).
2. The address and a description of the facility occupied Ann Arbor Learning Community is as follows:

Address: 3980 Research Park Drive  
Ann Arbor, Michigan 48108

Description: A one-floor brick structure renovated in 2004-05 for school's occupancy

Name of School District and Intermediate School District:

Local: Ann Arbor Public Schools

ISD: Washtenaw Intermediate School District

3. It is acknowledged and agreed that the following information about the facilities is provided on the following pages, or must be provided to the satisfaction of the University Board before the Academy may operate as a public school in this state:
  - A. Size of building
  - B. Floor Plan
  - C. Description of Rooms
  - D. Copy of Lease or Purchase Agreement
4. In addition, the Academy and the University Board hereby acknowledge and agree that this Contract is issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this statute until it has obtained the necessary fire, health and safety approvals for the site it occupies. These approvals must be provided and be acceptable to the University Board or its designee prior to the Academy operating as a public school at the site. In cases of disagreement, the Academy may not begin operations at the site without the consent of the University Board.
5. If the site described above is not used for the Academy's physical facilities or the Academy makes changes to the site in the form of new building construction, or major renovations, then Section 6 of this Contract between the Academy and the University Board must be amended pursuant to Article IX of the Terms and Conditions of the Contract, to designate, describe, and agree upon the Academy's new site specifications. The Academy must submit to the University Board or its designee complete information about the proposed new site specifications. This information shall include financing information for the new site specifications and any changes in financing, as well as the information described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes at the site(s) until it has submitted all the information described above, to the satisfaction of the University Charter Schools Office, and the amendment regarding the new site specifications has been executed.

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

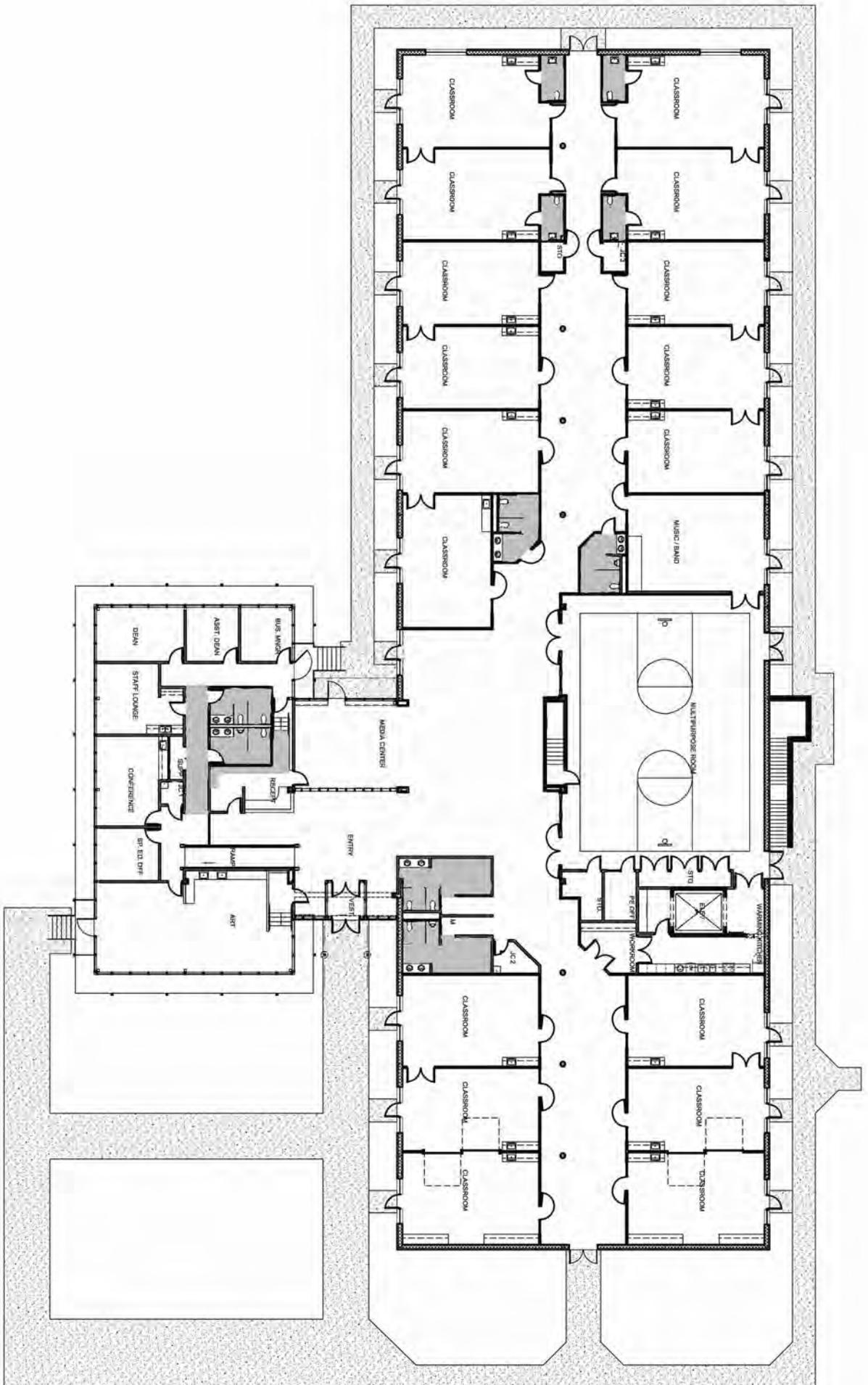
### Narrative Description of the Facility (Site)

The 26,000 square foot Academy facility is constructed of concrete block with face brick exterior walls; steel roof structure with asphalt roof material and a layer of stone; anodized aluminum exterior windows and doors; and reinforced concrete floors. In the 2004-05 facility renovation, the entire structure's mechanical components were replaced with new electrical, plumbing, HVAC and suppression systems.

The site itself is six acres of flat land with a few man-made berms along Research Park Drive and on the north and east sides of the rear of the building. All berms were built with soil from the excavation of the retention pond which lies along the south-east corner of the property.

The facility has nineteen regular classrooms and two classrooms used for art and music classes. The facility also includes a small gym (multipurpose room), warming kitchen, two staff workrooms, conference room and five offices used by special education and administration. The facility accommodates educational activity for students in kindergarten through grade eight.





# CERTIFICATE OF USE AND OCCUPANCY

## PERMANENT

Michigan Department of Labor & Economic Growth  
Bureau of Construction Codes & Fire Safety/Building Division  
P. O. Box 30254  
Lansing, MI 48909  
(517) 241-9317

Building Permit No. B0022194  
Ann Arbor Learning Center  
3980 Research Drive  
Ann Arbor, Michigan  
Washtenaw County

The above named building of Use Group E and Construction Type 5B is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND, IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



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Larry Lehman, Chief  
Charles E. Curtis, Assistant Chief  
Building Division

January 12, 2006

## Lease Agreement

This Lease Agreement ("Lease") is made this 19th day of October, 2004, between the following Landlord and Tenant:

Landlord's Name/Address: 3980 Research Drive, L.L.C. ("Landlord")  
c/o Amvest Property Management  
2190 S. State Street  
Ann Arbor, MI 48104

Tenant's Name/Address: Ann Arbor Learning Community ("Tenant")  
2898 Packard Rd.  
Ann Arbor, MI 48108

**1.0 Premises.** Landlord leases to Tenant and Tenant hires from Landlord the entire 26,000 square foot Building, excluding the basement only (See Paragraph 3.2 regarding use of the basement, ("Building")) and the surrounding real property and all other improvements, equipment, fixtures, the parking and other common facilities now or hereafter located thereon located in the City of Ann Arbor, County of Washtenaw, State of Michigan, commonly known as 3980 Research Drive, as more particularly described on **EXHIBIT A** which is attached hereto and made a part hereof, (collectively the "Leased Premises").

**2.0 Term.** The term of this Lease shall be 120 months beginning on the "Commencement Date" as defined below and shall terminate on February 28, 2015, unless extended or terminated as provided for in this Lease ("Term"). The "Commencement Date" means the tenth (10<sup>th</sup>) day after Landlord notifies Tenant in writing that it is prepared to deliver possession of the Leased Premises to Tenant; provided, however, the Commencement Date shall not be earlier than the date on which Landlord has completed Landlord's Work (as defined in Section 2.2 below). If the Term of this Lease begins on a day other than the first day of the month, Tenant shall pay to Landlord a pro-rata portion of the monthly Rent to the first day of the following month. Subsequent Rent payments shall be due and payable on the first day of each month during the Term of this Lease.

**2.1 Possession.** Landlord shall deliver possession of the Leased Premises to Tenant on the Commencement Date. Tenant shall have the right to enter the Leased Premises beginning on April 1, 2005, in order to prepare classrooms and install computers systems and other personal property. This early entry shall be limited to Landlord's normal business hours for construction. Tenant's representatives shall be limited to areas that will not interfere with Landlord's Work.

**2.2 Landlord's Work/Condition of Leased Premises.** Landlord shall remodel the Leased Premises within the Building into classrooms and administrative offices in accordance with the plans and specifications described on **EXHIBIT B** which is attached hereto and made a part hereof. Landlord shall also obtain all necessary approvals and permits as required by law for the operation of a public school academy, including, but not limited to, the Construction of School Building Act (MCL 388.851 et seq., as amended). All of the foregoing work is collectively referred to herein as the "Landlord's Work". Landlord shall exercise good faith and due diligence

in attempting to complete the Landlord's Work on or before June 1, 2005; provided however, if Landlord does not complete the Landlord's Work on or before June 1, 2005, Tenant's obligation to pay Rent will be delayed until the date on which Landlord tenders possession of the Leased Premise to Tenant, with Landlord's Work completed, together with all certificates, permits or improvements that may be legally required in order for the Tenant to occupy and use the Leased Premises as a public school. Notwithstanding the above, if Landlord does not tender possession of the Leased Premises to Tenant by June 1, 2005, Tenant shall have the option to terminate this Lease without penalty or liability or agree to extend the term for completion of Landlord's Work for up to an additional ninety (90) days as determined solely by Tenant. Upon final completion of the Landlord's Work, Landlord shall obtain a final inspection by the appropriate governmental agency regulating inspections and occupancy of public school facilities and perform any work required by such agency to obtain final occupancy approval.

**2.3 Warranty.** Notwithstanding anything in the Paragraph 2.1 above to the contrary, Landlord represents and warrants to Tenant for a period of one hundred twenty (120) days after the Commencement Date, that the systems, equipment and improvements installed as part of Landlord's Work, will be in good working condition. Tenant shall give written notice to Landlord within such one hundred twenty (120) day period specifying in detail of any of the Landlord's Work which Tenant reasonably determines has (i) not been installed, or (ii) has been improperly installed, or (iii) is not in good working condition, all as provided in the plans and specifications. Landlord shall, upon receipt of such notice from Tenant, repair such defective condition at Landlord's cost and expense.

**3.0 Rent.** Tenant shall pay to Landlord for the Term of this Lease beginning on the Commencement Date Rent in lawful money of the United States payable in monthly installments in advance upon the first day of each month. However, Tenant shall not be obligated to pay any Rent to Landlord during the month of October for the Term of this Lease. As such the following schedule takes into consideration only eleven (11) monthly installments a year to be paid to Landlord as follows:

4/1/05-10/31/05:	Rent shall be \$7,850.00 per month, \$47,100.00 for the period
11/1/05-10/31/06:	Rent shall be \$19,129.09 per month, \$210,419.99 for the period
11/1/06-10/31/07:	Rent shall be \$26,638.73 per month, \$293,026.03 for the period
11/1/07-10/31/08:	Rent shall be \$34,321.82 per month, \$377,540.02 for the period
11/1/08-10/31/09:	Rent shall be \$36,467.00 per month, \$401,137.00 for the period
11/1/09-10/31/10:	Rent shall be \$37,196.27 per month, \$409,158.97 for the period
11/1/10-10/31/11:	Rent shall be \$37,940.27 per month, \$417,342.97 for the period
11/1/11-10/31/12:	Increase of 2% to \$38,699.07 per month, \$425,689.77 for the period
11/1/12-10/31/13:	Increase of 2 % to \$39,473.05 per month, \$434,203.56 for the period
11/1/13-10/31/14:	Increase of 2% to \$40,262.51 per month, \$442,887.61 for the period
11/1/14 - 2/28/15:	Increase of 2% to \$41,067.76 per month, \$164,271.04 for the period

**3.1 Rent Cap.** Notwithstanding Paragraph 3.0 above, in no event shall the annual Rent exceed 22% of the total Per Pupil Allocation provided to Tenant by the State of Michigan. However, the 22% cap shall be based on a minimum enrollment of one hundred and twenty-five (125) pupils.

**3.2 Percentage Increase.** For Rent payments beginning in November of 2011 through February of 2015, the Rent increase shall be limited to the lesser of the 2% increase shown above in Paragraph 3.0 or the percentage increase in the State Foundation Allowance.

**4.0 Late Charges.** Rent is payable on the first day of every month, except the month of October as described in Paragraph 3.0 above, without demand or invoicing. Any payment received by the Landlord after the tenth (10<sup>th</sup>) day of the month is subject to a 3% late charge.

**5.0 Utilities.** Tenant shall be responsible for the payment of all utilities supplied to the Leased Premises including electric, gas, phone, water, and cable television. Utilities for the Leased Premises shall be separately metered.

**6.0 Use of Premises.** Tenant shall use the Leased Premises for any and all educational purposes of Tenant and all activities associated with such educational purposes and for no other use without the prior written consent of the Landlord, which consent shall not be unreasonably withheld or delayed.

**6.1 Public School Academy.** Tenant is a public school academy as defined in Act 416 of the Public Acts of 1994 of the State of Michigan, as amended (the "Act"). Accordingly, all permissible activities under the Act shall be permitted by the Landlord under this Lease, including, but not limited to, the following types of activities: pre-school, childcare, before and after school programs, summer school, athletics, rental to non-profit and community organizations, and to related services.

**7.0 Maintenance, Repairs, and Alterations.** Landlord shall have the right to enter the Leased Premises at all reasonable hours to inspect the Leased Premises and to install or repair pipes, wires, and other appliances or to make any other installations or repairs deemed by Landlord to be necessary for the use and occupancy of the Leased Premises and/or other parts of the Building. However, by law, the School administrator is responsible for the safety of its students and must approve all visitors into the Building during regular school hours. Accordingly, the Landlord and its employees, contractors and agents must first go to the School office, sign in and obtain and wear a visitor's badge while in the School or on School property before inspecting or repairing the same. Furthermore, to the extent possible, repair/maintenance activities shall be scheduled so as to not interfere with regularly scheduled school activities.

**7.1 Landlord's Maintenance Responsibilities.** Landlord shall be responsible for all maintenance and repairs for the Building and the Leased Premises and shall make all repairs and replacements to all of the following: (a) roof and exterior walls, doors and windows; (b) building and mechanical systems, including, but not limited to, heating, air conditioning, ventilation, major electrical repairs, and major plumbing repairs; and (c) Building grounds and parking lot, including snow removal (Landlord shall be responsible to remove snow from the parking lot and all sidewalks). If Landlord fails to perform its duties specified in this Paragraph, within a reasonable period of time, Tenant shall have the right, but not the obligation, to repair the same and may then offset the cost of said repair against the next month's Rent payment.

**7.2 Tenant's Maintenance Responsibilities.** Tenant shall be responsible for all minor (day-to-day) maintenance issues including all of the following relating to the Leased Premises: (a) the replacement of light bulbs, electrical outlets, and fixtures, (b) repair of minor plumbing leaks

(toilet/urinals), (c) replacement of acoustical ceiling tiles, as needed, (d) maintenance of the Tenant's personal property or trade fixtures, (e) repairs deemed necessary as a result of damages caused by the Tenant's students or guests, (f) lawn and landscaping care, and (g) janitorial services. For the purposes of this Paragraph, all minor repairs estimated at \$500.00 or less shall be the Tenant's responsibility. Repairs above the \$500 threshold shall be the Landlord's responsibility.

**8.0 Signs.** Tenant shall be permitted to have a sign(s) with Tenant's name placed at a location to be mutually agreed upon by Landlord and Tenant. Tenant shall be responsible for the cost and installation of any Landlord approved sign, which approval shall not be unreasonably withheld. Tenant shall remove any such sign(s) upon termination of the Lease.

**9.0 Damage to the Leased Premises.** In the event of a partial destruction of the Leased Premises from any cause, Landlord shall, as promptly as possible, repair the same, provided such repairs can be reasonably made within ninety (90) days pursuant to the applicable Federal, State, County, and Municipal laws, ordinances, and regulations and further provided that materials are available. In such case this Lease shall not be terminated, but the Rent shall be abated proportionately for such portion of the Leased Premises as are not reasonably usable during the period in which the repairs are being made. In the event that such repairs cannot be reasonably made within ninety (90) days, either party may at its option terminate this Lease upon written notice to the other party. In any event, the total destruction of the Leased Premises shall automatically terminate this Lease, as of the date of destruction without the requirement of written notice.

**10.0 Eminent Domain.** If any part of the Leased Premises is taken by public authority under the power of eminent domain, then this Lease shall terminate on the part so taken on the date possession of the Leased Premises shall be required for public use, and any Rent paid in advance of such date as to the part of the Leased Premises so taken shall be refunded to Tenant, and Landlord and Tenant shall each have the right to terminate this Lease upon written notice to the other, which shall be delivered within thirty (30) days following the date notice is received of such taking. In the event that neither party shall terminate this Lease, Landlord shall make all necessary repairs to the Leased Premises and the Building and the improvements in which the Leased Premises are located to render and restore the same to a complete architectural unit and Tenant shall continue in possession of the portion of the Leased Premises not taken under the power of eminent domain, under the same terms and conditions as herein provided, except that the monthly Rent shall be reduced in direct proportion to the amount of the Leased Premises so taken. All damages awarded for such taking shall belong to and shall be property of Landlord, whether such damages are awarded as compensation for diminution in value of the Leasehold or to the fee of the Leased Premises.

**11.0 Indemnification.** To the extent permitted by law, each party ("Indemnitor") shall indemnify, save harmless, and defend the other party, its successors, assigns, employees, officers, directors, contractors and agents (collectively "Indemnitee") from and against any and all claims, costs, damages, losses, liabilities, suits, actions, demands, proceedings (whether legal or administrative) and expenses (including but not limited to reasonable attorneys' fees) arising out of the negligent acts, omissions or willful misconduct of Indemnitor, its contractors, licensees, agents, officers, directors and employees.

## **12.0 Insurance.**

**12.1 Landlord's Insurance.** Landlord shall obtain and maintain, at all times until termination of this Lease and surrender of the Leased Premises to Landlord, fire and extended insurance covering the Building and the Leased Premises, including common areas, and all other improvements to the Building made by Landlord, but specifically excluding Tenant's improvements installed by Tenant. Landlord will retain in its possession the original policy and all endorsements, renewal certificates and new policies, if any issued during the Term but will provide Tenant, upon request, with copies of said policy or certificates of self insurance. Landlord will also maintain comprehensive general liability insurance coverage against claims for, or arising out of, bodily injury, death or property damage occurring in, on or about the Building and the Leased Premises or the surrounding real property in, on or about the street, sidewalks or property adjacent to the Building and the Leased Premises. The policy shall carry limits, including coverage under umbrella policies of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate.

**12.2 Tenant's Insurance.** In addition to the above, and not by way of substitution thereof, Tenant shall obtain, at its own expense, comprehensive general liability insurance coverage including blanket contractual coverage against claims for, or arising out of, bodily injury, death or property damage occurring on the Leased Premises and shall have limits of coverage of \$2,000,000 per occurrence and \$2,000,000 in the aggregate. Such policy may be self insured or may be issued by an insurance company. The insurance procured by Tenant under this Lease shall not be canceled without 30 days prior written notice to Landlord. Tenant shall deliver a letter to Landlord prior to the effective date hereof confirming Tenant's required insurance coverage. Except for Tenant's negligence or willful misconduct, Tenant shall not be responsible for any injury in the parking lot, common areas and all non-Leased Premises portions of the Building and Landlord shall indemnify, defend and hold Tenant harmless for any such claims made against Tenant. Tenant shall be responsible for any injury within the Leased Premises resulting from Tenant's own negligence or willful misconduct. Each party agrees to notify the other of any claims or potential claim that may affect the other party and cooperate to the extent possible the resolution as settlement of such action. Tenant agrees to name 3980 Research Drive, L.L.C. and Amvest Property Management, Inc. as an additionally insured party to its insurance policy(s).

**12.3 Tenant's Personal Property Insurance.** Any personal property kept on the Leased Premises by Tenant shall be insured at Tenant's sole risk, and Tenant shall acquire such policy or policies of insurance thereon as Tenant in its best judgment shall determine.

**13.0 Insolvency or Loss of Charter.** If Tenant loses its charter or if Tenant shall be declared insolvent then in such event this Lease shall automatically terminate.

**14.0 Subordination of Lease.** Tenant agrees that Landlord may subordinate this Lease to its present or any subsequent mortgage on the Leased Premises, provided that such subordination shall not interfere with Tenant's continued use and occupancy of the Leased Premises pursuant to the terms of this Lease, as long as Tenant continues to pay its Rent and perform all other obligations under this Lease and upon the execution of a non-disturbance agreement in a form reasonably acceptable to Tenant. Tenant agrees to execute any and all instruments as may be reasonably requested from time to time by Landlord in order to evidence the above described subordination of this Lease to any mortgage. Within thirty (30) days of Landlord's written request, Tenant agrees to execute, acknowledge and deliver to Landlord a statement in writing certifying that, if accurate

at that time, this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as modified, and stating said modifications), and the dates to which the Rent and other charges have been paid in advance, if any, it being intended that any such statement delivered pursuant to this Paragraph may be relied upon by any prospective purchaser, mortgagee, or assignee.

#### **15.0 Landlord's Remedies.**

**15.1 Default in Payment of Rent.** In the event Tenant shall fail to pay the Rent or any other obligation involving the payment of money reserved herein when due, Landlord shall give Tenant written notice of such default and if Tenant shall fail to cure such default within thirty (30) days after receipt of such notice, Landlord shall, in addition to its other remedies provided by law, and in this Lease, have the remedies set forth in subparagraph 15.3 below.

**15.2 Default in Performance.** If Tenant shall be in default in performing any of the terms of this Lease other than the payment of Rent or any obligation involving the payment of money, Landlord shall give Tenant written notice of such default, and if Tenant shall fail to cure such default within forty five (45) days after receipt of such notice, or if the default is of such a character as to require more than forty five (45) days to cure, then if Tenant shall fail within said forty five (45) day period to commence and thereafter proceed diligently to cure such default, then in either of such events, Landlord may (at its option and in addition to other legal remedies) cure such default for the account of Tenant and be reimbursed by Tenant for such cure. Such reimbursement shall be additional Rent for all purposes hereunder, including subparagraph 15.1 above and shall be paid by Tenant with the next monthly installment of Rent.

**15.3 Repossession.** If any Rent or any other obligation involving the payment of money shall be due and unpaid or Tenant shall be in default upon any of the terms of this Lease, and such default has not been cured after notice and within the time provided in subparagraphs 15.1 and 15.2 above, then Landlord, may seek to take possession of the Leased Premises pursuant to legal proceedings or any notice provided for by law. Landlord may either terminate this Lease or from time to time, without terminating this Lease, relet the Leased Premises or any part thereof on such terms and conditions as Landlord shall in its sole discretion deem advisable. Any payments as result of such reletting shall be applied: first, to the payment of any indebtedness of Tenant to Landlord other than Rent due hereunder; second, to the payment of any reasonable costs incurred by Landlord in obtaining possession and reletting the Leased Premises, including, without limitation, reasonable legal fees, brokerage commissions and the cost of any reasonable alterations and repairs to the leased Premises; third, to the payment of Rent due and unpaid hereunder; and the residue, if any, shall be held by Landlord and applied in payment of future Rent as the same may become due and payable hereunder. Tenant shall be liable to Landlord for any deficiency. Landlord shall use its best efforts to mitigate its damages under the Lease.

**15.4 Cumulative.** All rights and remedies of Landlord hereunder shall be cumulative and none shall be exclusive of any other rights and remedies allowed by law.

**16.0 Notices.** Any notice that either party desires or is required to give under this Lease to the other party or to any other person shall be in writing and either served personally or sent by prepaid, certified, or registered mail. Notices shall be deemed communicated 48 hours from the time of mailing if mailed to the addresses below:

**16.1 Notices for the Tenant shall be sent to:**

Ann Arbor Learning Community  
3980 Research Drive  
Ann Arbor, MI 48108  
(734) 477-0340

**16.2 Notices for the Landlord shall be sent to:**

3980 Research Drive, L.L.C.  
c/o Amvest Property Management, Inc.  
2190 S. State Street  
Ann Arbor, MI 48104  
(734) 663-3050

**17.0 Assignment.** Tenant covenants not to assign or transfer this Lease or mortgage the same or sublet said Leased Premises or any part thereof without the prior written consent of the Landlord, which consent shall not be unreasonably withheld or delayed. Written consent by the Landlord must be delivered to Tenant within thirty (30) days of such request. Any assignment, transfer, hypothecation, mortgage or subletting without said prior written consent shall give the Landlord the right to terminate this Lease and to re-enter and repossess the Leased Premises. However, Tenant shall have the right to withdraw a request to assign or sublease, in which case Landlord shall not have the right to terminate this Lease or repossess the Leased Premises. Notwithstanding the foregoing, Tenant shall have the right to assign or sublease the Leased Premises, or a portion thereof, to any parent or affiliate or any entity resulting from a merger with Tenant.

**18.0 Successors.** Subject to Paragraph 17.0, this Lease shall be binding on and inure to the benefit of the parties and their successors.

**19.0 Severability.** The unenforceability, invalidity, or illegality of any provision of this Lease shall not render the other provisions unenforceable, illegal, or invalid.

**20.0 Governing Law.** This Lease shall be construed and interpreted in accordance with the laws of the State of Michigan. Landlord, its successors and assigns, consents to the jurisdiction of the appropriate courts of the State of Michigan with respect to any other claims arising under this Agreement.

**21.0 Environmental Matters.**

**21.1 Landlord's Representations.** Landlord represents and warrants to Tenant that: (a) Landlord has no notice or knowledge of any violation of any laws or regulations affecting the real property on which the Leased Premises is located or the Leased Premises itself, including any laws, ordinances, or regulations relating to the soil, surface water and ground water of or on the real property; and to the Landlord's best knowledge the real property and Leased Premises are free of and do not contain any pollution, contamination, or other environmental hazards which shall include, but not limited to, those identified under federal, state, or local statute, ordinance, or regulation; and (b) Landlord has not received any notice of or has any knowledge of any existing or

threatened condemnation or other litigation, administrative proceeding, or action of any kind involving this real property or the Leased Premises.

**21.2 Compliance.** Both parties shall comply with all relevant environmental laws and regulations relating to the Leased Premises. Landlord shall give immediate notice to Tenant of the release or the threatened release of any Hazardous Materials or any other violation of any relevant environmental law or regulation. Tenant shall give immediate notice to Landlord of the release or the threatened release of any Hazardous Materials or any other violation of any relevant environmental law or regulation.

**21.3 Landlord's Indemnification.** Notwithstanding any limitation on liability contained elsewhere in this Lease, Landlord shall indemnify, defend, and hold harmless Tenant from any and all causes of actions, claims, demands, damages, liability or expenses of any kind, including attorney fees, asserted or claimed by any third party or governmental agency resulting from, relating to or arising out of: (a) any violation or noncompliance with environmental law or the presence of any environmental contamination on the real property or Leased Premises; and (b) any violation or noncompliance with environmental law or the presence of any environmental contamination within or about the real property or the Leased Premises as a result of the acts or omissions of other than those of Tenant.

**21.4 Phase I Assessment.** Landlord shall provide Tenant with a copy of its Phase I Environmental Assessment completed at the time of Landlord's purchase of the real property for Tenant's review and approval. If Tenant is not completely satisfied with the result of such Phase I Assessment, Tenant shall have the right to terminate this Lease and Tenant shall have no further obligation to Landlord under this Lease.

**22.0 Hazardous Materials.** Notwithstanding any other obligation of Tenant to indemnify Landlord pursuant to this Lease, Tenant shall, at its sole cost and expense, promptly take all actions required by any federal, state or local governmental agency or political subdivision if necessary for Landlord to make full economic use of the Leased Premises, which requirements or necessity arise from the presence upon, about or beneath the Leased Premises of any Hazardous Materials brought onto the Leased Premises by Tenant. Such actions shall include, but not limited to, the investigation and feasibility studies or reports and the performance of any cleanup, remedial, removal or restoration work. Tenant shall take all actions necessary to restore the Leased Premises to the condition existing prior to the introduction of the Hazardous Materials By Tenant upon, about or beneath the Leased Premises, notwithstanding any lesser standard of remediation allowable under applicable law or governmental policies. Tenant shall nevertheless obtain Landlord's approval prior to undertaking any activities required by this Paragraph, which approval shall not be unreasonably withheld so long as such actions would not potentially have a material adverse long-term or short-term effect on the Leased Premises or the Building owned and operated by Landlord. The obligations of the Tenant pursuant to this Paragraph shall apply only to situations where Hazardous Materials are released, brought upon, stored, produced, emitted, disposed of or used upon, about or beneath the Leased Premises by Tenant at a time or times during the Term of this Lease, except where such event occurs as a result of the acts or omissions of Tenant, its agents, employees, contractors or invitees or as a result of the acts or omissions of any agent, employee, contractor or invitee of any permitted subtenant or assignee of Tenant.

**22.1 Definition of Hazardous Materials.** "Hazardous Materials" means any material or substance: (i) defined as a "hazardous substance" pursuant to the Comprehensive Environmental

Response, Compensation and Liability Act (42 U.S.C. Section 9601 et seq) and amendments thereto and regulations promulgated thereunder; (ii) containing gasoline, oil, diesel fuel or other petroleum products; (iii) defined as a "hazardous waste" pursuant to the Federal Resource Conservation and Recovery Act (42 U.S.C. Section 6901 et seq) and amendments thereto and regulations promulgated thereunder; (iv) containing polychlorinated biphenyls (PCBs); (v) containing asbestos; (vi) radioactive; (vii) biologically hazardous or (viii) the presence of which requires investigation or remediation under any federal, state or local statute, regulation, ordinance or policy; or which becomes defined as a "hazardous waste" or "hazardous substance" under any federal, state or local statute, regulation or ordinance; and any toxic, explosive, corrosive or otherwise hazardous substance, material or waste which is or becomes regulated by federal, state, or local governmental authority, or which causes a nuisance upon or waste to the Leased Premises.

**23.0 Event of Default.** In the event of default by Landlord, Tenant shall provide Landlord with written notice of any such default for which Landlord shall have thirty (30) days to cure such default. In the event such default is not cured within this time period, unless Landlord is diligently pursuing, with reasonable efforts, to cure such default, Tenant may cure default and bill Landlord for any reasonable expenses or Tenant may terminate the Lease immediately upon giving notice to Landlord in accordance with Paragraph 16 hereof and Tenant shall have no further obligation to Landlord under this Lease.

**24.0 Option to Renew.** Provided that Tenant is not in default under the terms of this Lease, Tenant shall have the option to renew this Lease two (2) times with each renewal being for a ten (10) year term. Tenant must notify Landlord by certified mail, return receipt requested, not less than one hundred eighty (180) days prior to the expiration of the existing Term, or any renewal term, of its intent to renew this Lease. During the renewal term(s), if any, the terms and conditions of this Lease shall remain in full force and effect except that annual Rent increases shall be in the amount 3% per year, based upon the previous year's Rent.

**25.0 Security Deposit.** The Landlord acknowledges the receipt of Twenty Thousand Dollars (\$20,000) which the Landlord shall retain as security for the faithful performance of all the covenants, conditions, and agreements of this Lease, but in no event shall the Landlord be obligated to apply the same upon Rents or other charges in arrears or upon damages for the Tenant's failure to perform the said covenants, conditions, and agreements; the Landlord may apply the Security Deposit at its option; and the Landlord's right to the possession of the Leased Premises for non-payment of Rent or for any other reason shall not in any event be affected by reason of the fact that the Landlord holds this Security Deposit. The Security Deposit, if not applied toward the payment of Rent in arrears or toward the payment of damages suffered by the Landlord by reason of the Tenant's breach of covenants, conditions, and agreements of this Lease, shall be returned to Tenant upon the termination or expiration of this Lease, and in no event is the Security Deposit to be returned until the Tenant has vacated the Leased Premises and delivered possession to the Landlord. In the event that the Landlord repossesses the Leased Premises because of the Tenant's default or because of the Tenant's failure to carry out the covenants, conditions, and agreements of this Lease, the Landlord may apply the said Security Deposit upon all damages as may be suffered to the date of said repossession and may retain the said Security Deposit to apply upon such damages as may be suffered or shall accrue thereafter by reason of the Tenant's default or breach. The Landlord shall not be obligated to keep the said Security Deposit as a separate fund, but may mix the said Security Deposit with its own funds.

**26.0 Quiet Enjoyment.** So long as Tenant pays the Rent and otherwise complies with this Lease, Tenant's possession of the Leased Premises shall not be disturbed by Landlord, its successors or assigns, and Tenant shall be entitled to quiet enjoyment of the Leased Premises.

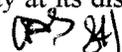
**27.0 Amendments.** Any amendments to this Lease must be in writing and signed by both parties to the Lease.

**28.0 Alterations and Improvements.** Tenant shall not make any alterations, additions, or improvements to the Leased Premises without Landlord's prior written consent, which consent shall not be unreasonably withheld.

**29.0 Surrender of Premises.** Upon the expiration of the Lease Term, or any extension, Tenant shall quit and surrender the Leased Premises to Landlord in good order and condition, ordinary wear and damage excepted.

**30.0 Board Members Not Personally Liable.** Landlord acknowledges that Tenant is a non-profit corporation and the members of its board of directors are unpaid volunteers. The members of the Tenant's board of directors shall not be personally liable for the obligations of the Tenant under this Lease.

**31.0 Liability.** Landlord acknowledges that Tenant is a public school academy and that this Lease does not impose any liability on the State of Michigan, an agency of the State of Michigan or the authorizing body of the Tenant for any debt or obligation incurred by Tenant hereunder.

**32.0 Use of Basement.** Landlord may lease out the basement of the Building during the Term of this Lease to a third party(s); provided that, such use by any third party(s) is consistent with the use specified in Paragraphs 6.0 and 6.1 above. In addition, Landlord may at its discretion elect to designate the basement area as storage space for its own personal use. 

**33.0 Right of First Refusal.** If at any time during the Term of this Lease, Landlord intends to sell or otherwise transfer ownership of the Building and Leased Premises, or enters into any arrangement whatsoever for the transfer of ownership of the Building and Leased Premises, Landlord shall deliver to Tenant written notice stating its intention to sell or otherwise transfer the Building and Leased Premises and Tenant shall have the option and right to purchase the Building and Leased Premises on the same terms and conditions offered by Landlord to a third party purchaser or in an offer made by a third party purchaser to Landlord. Tenant shall have the right and option for a period of thirty (30) days after receipt of said written notice to elect to enter into a Purchase Agreement with Landlord. Exercise of this option shall be by written notice by Tenant to Landlord. If Tenant does not elect to exercise such option within said thirty (30) day period, then Landlord may sell or otherwise transfer the Building and Leased Premises to a third party purchaser and this Right of First Refusal shall automatically terminate; provided, however, that if the Landlord does not close on the sale or transfer of the Building and Leased Premises to a third party within one (1) year of the expiration of said thirty (30) day period, then this Right of First Refusal shall continue as to any subsequent proposed sales or transfers of the Building and Leased Premises.

**34.0 Option To Purchase.** Landlord grants to Tenant an exclusive Option To Purchase the Building and Leased Premises. The Option To Purchase may be exercised by Tenant at any time following the sixtieth (60<sup>th</sup>) month of the Term of this Lease by giving written notice to Landlord of

its intention to exercise this Option To Purchase. The purchase price for the Building and Leased Premises shall be the sum of Four Million Eight Hundred Thousand and 00/100 (\$4,800,000.00) Dollars and adjusted by an amount equal to the lesser of three (3%) percent per annum or the percentage increase in the CPI over the prior CPI for the twelve (12) months prior to the adjustment date. "CPI" means the Consumer Price Index for All Urban Consumers, U.S. City Average, All Items, issued by the Bureau of Labor Statistics for the United States Department of Labor (1982-84 = 100). If the CPI is converted to a different standard reference base or otherwise revised, the adjustment set forth in this paragraph shall be made with the use of the conversion formula published by the Bureau of Labor Statistics. Landlord acknowledges receipt of the sum of One and 00/100 (\$1.00) Dollar paid by Tenant as valid consideration for the grant of this Option To Purchase.

**35.0 Brokers.** Landlord and Tenant each represent and warrant to the other that it has not engaged the services of any real estate broker or agent in any way connected with this transaction. Each party agrees to indemnify and hold the other party harmless from any claims for a commission or other fee due as a result of this transaction due to the act(s) or omissions of one party.

The parties hereto execute this Lease on this 19th day of October 2004.

**3980 Research Drive, L.L.C.**

By: \_\_\_\_\_

Gerald Spears

Its: Managing Member

**Ann Arbor Learning Community**

By: \_\_\_\_\_

Susan Hubbard

Its: Board President

**EXHIBIT A**

**DESCRIPTION OF LEASED PREMISES AND THE BUILDING**



**EXHIBIT B**  
**LANDLORD'S WORK**

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**CONTRACT SCHEDULE 7**

**Required Information for Public School Academy**

## SCHEDULE 7

### REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

**Required Information for Public School Academy.** This Schedule contains information required by the Code. Every public school academy contract shall include the information contained in this Schedule 7.

- Section a. **Governance Structure**
- Section b. **Educational Goals**
- Section c. **Educational Programs**
- Section d. **Curriculum**
- Section e. **Method of Pupil Assessment**
- Section f. **Application and Enrollment of Students**
- Section g. **School Calendar and School Day Schedule**
- Section h. **Age and/or Grade Range of Pupils**

**SECTION a**  
**Governance Structure**

## **GOVERNANCE STRUCTURE – Section 7a**

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and all public schools are subject to the leadership and general supervision of the State Board of Education; and the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and the University Board has approved the issuance of a contract conferring certain rights, franchises, privileges, and obligations of a public school academy to the Academy Board.

The Academy is incorporated as a Michigan nonprofit corporation, organized on a non-stock, directorship basis for the purpose of operating as a Michigan public school academy. The Academy shall conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law. The Academy is a body corporate and is not a division or part of Eastern Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract.

The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the University Board. Academy Board members shall be appointed according to the terms of the Method of Selection, Appointment and Removal Resolution adopted by the University Board. The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy and for adopting policies by which the Academy shall be governed. The Academy Board is responsible for assuring that the Academy operates according to the Terms and Conditions of this Contract and Applicable Law. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure.

Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of this Contract.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. Before entering into an agreement with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Eastern Michigan University Charter Schools Office.

The Academy Board members currently serving will continue as Academy Board members under this renewal contract. Nominations and appointments of subsequent Academy Board members shall be made in accordance with this Contract. Vacancies in offices shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy Board members are as follows:

Mary Packard  
3343 Tacoma Circle  
Ann Arbor, MI 48108  
Phone: (734) 395-9349  
Term Expires: 2015

Katherine Lawrence  
1105 Granger Ave.  
Ann Arbor, MI 48104  
Phone: (734) 994-7904  
Term Expires: 2014

Valerie Mates  
2907 Logan Ct.  
Ann Arbor, MI 48108  
Phone: (734) 973-2472  
Term Expires: 2013

John Petz  
610 Blunk Street  
Plymouth, MI 48170  
Phone: (734) 637-0877  
Term Expires: 2014

Theodore Layher  
4928 Lakeridge, No. 1a  
Ypsilanti, MI 48197  
Phone: (734) 834-0590  
Term Expires: 2015

Tara Mahoney  
7017 Stommel Court  
Ypsilanti, MI 48198  
Phone: (734) 645-7066  
Term Expires: 2015

Patricia Berry  
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**SECTION b**  
**Educational Goals**

## EDUCATIONAL GOALS – Section 7b

In accordance with applicable law and the charter contract Terms and Conditions, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this Section. Additionally, the Academy is expected to meet the State of Michigan's accreditation standards and achieve Adequate Yearly Progress (AYP) pursuant to state and federal law.

The students at this academy are required to meet or exceed specific growth and achievement goals on an annual basis. These goals include:

- Satisfactorily meeting or exceeding the performance objectives of the State of Michigan's standardized assessments.
- Satisfactorily meeting or exceeding the performance objectives of the Scantron Performance Series® assessments. This will include both growth and achievement measures.
  - For **growth assessment**, students' scale scores for the Spring assessment period will be matched against the achievement levels of students nationally who performed similarly during the Fall assessment period.

Percent Growth Targets Met (Grades 3 -8)

Performance Levels	Percent of Target Met
Exceeds Expectations	80% - 100%
Fully Meets Expectations	60% - 79%
Partially Meets Expectations	50% - 59%
Does Not Meet Expectations	49% or less

- For **Achievement assessment**, students who have been at this academy for three or more years will have higher Spring scale scores than students who have been there for two years or less.

**SECTION c**  
**Educational Programs**

## 7C - Educational Program:

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### **Mission:**

The mission of Ann Arbor Learning Community is to nurture independent life-long learners as they acquire the tools they need to shape an environmentally and socially responsible future.

### **EDUCATIONAL PHILOSOPHY**

Ann Arbor Learning Community is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning. Our learning community — made up of students, teachers, staff, strategic partners and families working together -- affirms and supports a variety of learning styles and believes that students require multiple opportunities to demonstrate their mastery of concepts. Students' understanding of how they learn empowers them. In our pursuit we promote participatory learning that is experiential, student-centered, developmentally based and individualized to students' particular learning styles and strengths.

Furthermore, in a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning. The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.

The last few decades have produced many findings on how to improve elementary and secondary schools and increase student achievement. Our ultimate goal at Ann Arbor Learning Community is to improve student achievement. The educational program will allow for adaption and modification to meet the needs of all learners. Teachers will differentiate each lesson to make sure all learners receive each lesson. The notion of differentiation is grounded in the work of Howard Gardner Multiple Intelligence. Gardner (2024), differentiates the theory of multiple intelligence from the concept of “learning styles.” He writes, the concept of style designates a general approach that an individual can apply equally to every conceivable content. In contrast, an intelligence is a capacity, with its component processes, that is geared to a specific content in the world (such as musical sounds or spatial patterns).” A number of demonstration projects and research identified the characteristics of effective schools. According to Ron Edmond (1983) and Larry Lezotte (1983), these characteristics include: an orderly, safe climate conducive to teaching and learning; a pervasive and broadly understood instructional focus; teacher behavior that conveys the expectation that students will obtain at least minimum academic mastery; the use of measures of pupil achievement for program evaluation; and strong administrative and instructional leadership by the school leader.

From the first level of subjects taught at AALC, such as writing and Literacy, teachers draw from rich sets of award-winning books recognized by Reading Rainbow, Caldecott, Newberry, and Coretta Scott King. At every grade level, classic literature is read to and with the students with exercises that develop higher level thinking skills. In small,

individualized groups, students grow from using manipulative, word walls, and rhymes to rewriting story endings, debating points of view, and writing essays to evaluate story outcomes. Some reading series provide a broad scope of reading skills in a developmentally appropriate sequence, enriching vocabulary, comprehension, and reading-related skills. Daily, in every class, students increase their knowledge of grammar, spelling, and editing. All grades develop written language skills exploring the writing process with story maps, written and illustrated reading responses, self-made books, research, letters, and poetry written for specified audiences. Oral Language skills are developed through written and illustrated listening responses, interviews, and research projects and speeches given in class and at school-wide activities. Writing lessons focus on the three types of essays: Narrative, expository, and persuasive.

The math program is centered on individualized instruction delivered daily in small groups. Our comprehensive program in mathematical thinking includes mastery of place value, basic computation, geometry, the relationships between decimals, fractions and percent, probability, reading data charts, graphs, and time, money computations, and probability. Some basic textbook series are used as resources. Students engage in problem-solving strategies on a daily basis.

Science themes allow students to apply mathematical thinking and reading skills in meaningful units of study. Students make predictions, construct models, carry out experiments, and design scientific investigations (using the scientific method of discovery) about Earth and Space Science, Physical Science, and Life Science. Students use tools such as magnifying glasses, prisms, metric balances, microscopes, telescopes, and science kits to explore the scientific principles.

Themes are used to organize each period of student learning in social sciences. Learners construct concept webs, make maps and passports, construct cultural studies, and study customs representative of cultures. Students learn to process information using a wide variety of research tools including book and Internet references. Students make inquiries to find out historical, cultural, governmental, environmental, and economic factors that shape their state, nation, and world.

All students explore visual, musical, and dramatic arts by experimenting with a variety of media, techniques, and materials to represent their ideas and experiences. Students investigate and extract meaning from links with culture and history through the study of artists and their works in their original contexts. Musical skills are developed through formal music education. Students make regular speech and drama presentations at school-wide activities.

Active physical education is a regular part of each student's schedule. Fundamental motor skills for coordination and agility, physical fitness, sports, team building, and positive leisure activities are all part of the program. Basic units in health education are also taught throughout the curriculum.

Finally, teachers integrate into the learning process, the essential foundation of character education. Students are recognized for practicing the virtue of the “Four Agreements”, both school-wide and in every classroom.

Our school's community environment centers on our Community Agreements. These Four Agreements provide the foundation for our community.

The Four Agreements of Ann Arbor Learning Community are:

- Mutual Respect
- Attentive Listening
- Right to Participate/Right to Pass
- Appreciations/No Put Downs

Keeping the Four Agreements at the forefront of all we do, the following principles shall serve as touchstones while we work toward achieving our goals.

The general educational programs of Ann Arbor Learning Community are designed to produce life-long independent learners. The intent of the educational programs are design to improve elementary/middle school education in the state of Michigan and, specifically, in the greater Ann Arbor area. The Academy shall meet the standards of “Adequate Yearly Progress” (AYP), as defined by the federal No Child Left Behind Act and shall receive a grade of “C” or better from the Michigan Report Card Program each year of this agreement. In the event the Academy fail to achieve AYP or a grade of “C” or higher at any time during the term of this agreement, the University Board of Regents shall determine whether to terminate this agreement. The decision to terminate under the aforementioned circumstances will be completely within the discretion of the University Board of Regents or its designee, notwithstanding the provisions of Article X of the contract.

#### **Educational Development Plan:**

Every student at Ann Arbor Learning Community will, upon reaching 7th grade, will meet with his or her Advisory teacher to set up an Educational Development Plan. In 8th grade, prior to the end of the school year, each student will again meet with his or her Advisory teacher to re-evaluate the plan before entering high school.

FOCUS: Based on data collected from state standardized tests for the past few years (i.e. MEAP, Iowa, and Terra Nova), internal standardized tests (Scantron, and Brigance Diagnostic), and input from our teachers, Ann Arbor Learning Community has chosen to emphasize the following programs:

- 1. Increase instructional technology use for all students:**
  - All students will be exposed to more uses of technology to improve efficiency and to experience life applications. Without such experiences, students lack a competitive edge to demonstrate proficiency within the

national curve equivalency and on other assessments such as MEAP and Scantron.

- Teachers will incorporate effective use of technology into lessons at least twice per month.
- The school will provide additional computers in order to meet the educational needs of students.
- The school will support subscriptions to curriculum software resources.

**2. All Students will make continuous progress towards proficiency in Math:**

- The percentage of students scoring at the proficient level on the MEAP Test will increase by 2% each year.
- Each year through 2017, all students will demonstrate improvement in Mathematics on all standardize assessments.

**3. All Students will make continuous progress towards proficiency in Writing:**

- The percentage of students scoring at the proficient level on the MEAP Test will increase by 2% each year.
- Each year through 2017, all students will demonstrate improvement in Writing on all standardize assessments.

**Strategies for attainment of Educational Programs:**

- Training in Common Core Standards and Michigan Benchmarks and Grade Level Content expectations
- Training and curriculum to address various learning styles
- Training in the use of instructional technologies
- Recruitment of parents and other community volunteers to tutor and mentor students in various areas

**Methods of Assessment for educational Programs:**

- Michigan Educational Assessment Program (MEAP)
- Classroom projects and tests
  - Rubrics
  - Report Cards
  - Portfolios
- Informal assessments (student observations, classwork, etc.)
- Formative assessment (Reading A-Z, chapter, unit, and selection tests from textbooks)
- Formal assessment (grades K – 8 Quarterly Assessments)

In order to establish and maintain quality with equity, test data will be disaggregated after each testing period based on grade, and classroom teacher.

### **Professional Development Goals:**

All Ann Arbor Learning Community staff member participate in the required number of professional development hours per year with at least five hours of training not to be held in the school building.

### **Provide in service and staff development in the following areas:**

- Goal setting expectations
- In-service presentations by staff members
- Elements of effective instruction
- In-house peer observation Self-evaluation
- Alternative Assessments
- Parent involvement
- Developing interdisciplinary units
- Test-taking skills
- Delivery of instruction in core academic curriculum areas
- Conflict resolution

### **Indicators:**

- All projects, units, and lesson plans will be based on the common Core Standards and Michigan State Standards and Benchmarks
- All students will have the opportunity to master 100% of grade-level standards

### **Strategies:**

- Administration will observe classes at least twice per year for newer teachers and once per year for veteran teachers. The purpose of these visits will be to monitor the use of standards and provide feedback, suggestions, materials, and strategies for teachers.
- Team members will observe each other's classes and provide informal feedback, suggestions, materials, and strategies of improvement to each other.
- Team members will be trained to provide and receive feedback constructively.

**All teachers will demonstrate understanding and appreciation of all required programs or school features, as listed in the charter and in re-chartering documents.**

### **Indicators:**

- All teachers make progress towards individually set goals that advance the implementation of the charter.

### **Strategies:**

- All teachers will participate in professional development including goals setting and observation, per the procedures in the school operation manual

### **Methods of Assessment for Professional Development Goals:**

- School audit
- Administrative observations and teacher assessments
- Parent satisfaction survey

### **Community Partnership Programs**

- A. The school will establish and maintain partnerships between students, families, local businesses and the community.

#### **Indicators:**

- Parent/Guardians will be invited to attend at least two conferences per year for each student enrolled in the school
- The school will send home a newsletter to parents each month describing the skills/concepts that will be the weekly/monthly focus

#### **Strategies:**

- The school will recruit parents and community volunteers to serve as mentors and tutors to assist as needed with the school programs.
- The school will develop and utilize relationships with area businesses.

#### **Methods of Assessment:**

- Parent satisfaction survey
- Attendance records at parent-teacher-student conferences and all parent meetings
- Records of completed tutoring and mentoring

#### **References:**

Edmond, R. (1983). Programs of school improvement: An overview. Leadership. December, pp. 4-11.

Gardner, H. (2004). Audiences for the theory of multiple intelligences. Teachers College Record. 106 (1).

Lazotte, L. (1983). What is the effective school movement? The Effective School Report. 1:1.

**SECTION d**  
**Curriculum**

Ann Arbor  
Learning  
Community

Content Area Curriculum

Mathematics

English Language Arts

Science

Social Studies

Compiled by  
Kristen Kreiner  
January 24, 2013

The Ann Arbor Learning Community Math Curriculum is taken directly from the Common Core State Standards, as adopted by the State of Michigan in June of 2010. Textbooks that will be used to teach the curriculum are as follows:

Kindergarten through 5<sup>th</sup> grades will use Investigations 2012, published by McGraw-Hill. This program has been updated to align with Common Core State Standards. Unit lessons which correlate with each individual standard are included in the second column of the curriculum document.

Sixth through 8<sup>th</sup> grades will use Holt Mathematics Grade 6, 7, and 8, from Houghton Mifflin Harcourt. This program also aligns with Common Core State Standards. Student edition pages which correlate with each individual standard are included in the second column of the curriculum document.

As we use RTI method for teaching mathematics, students are assessed and placed into classes based on their individual needs. Some students need remedial help, and are placed in Key Math at the Middle School level. Other students have moved more quickly through the math program in previous grade levels, and complete the 8<sup>th</sup> grade curriculum in 7<sup>th</sup> or even 6<sup>th</sup> grade. These students are placed in Algebra 1. The text to be used for this is Holt McDougal Larson Algebra 1, also from Houghton Mifflin Harcourt. The appropriate High School Common Core Standards addressed by this text are also included in this document. Student edition pages which correlate with each individual standard are included in the second column of the curriculum document.

In addition, an online mathematics program, IXL.com, is aligned with Core Common State Standards. A site license has been purchased for the school to utilize this program. Complementary modules are included in the curriculum in the third column.

Teachers also supplement the math program with other materials derived from various sources, both commercial and self-developed, as well as websites geared toward strengthening skills such as multiplication.com, coolmath4kids.com, mathisfun.com, and so on. Classroom with desktop computers also have access to math games covering many aspects of the curriculum.

Special Needs students in Middle School are taught using Key Math as well as one-on-one tutoring.

The Ann Arbor Learning Community English Language Arts Curriculum is also derived from the Common Core State Standards, also adopted by the State of Michigan in 2010. A variety of resources are used across the grade levels and throughout classroom to deliver the curriculum. The school has adopted Lucy Calkins' Units of Study as the primary writing curriculum for K-5; Middle School utilizes Nancie Atwell's In the Middle: New Understandings About Writing, Reading, and Learning as one of the primary resources. Kindergarten through 5<sup>th</sup> grade also uses Handwriting Without Tears, a comprehensive program that stresses many aspects of Language Arts in its lessons.

Kindergarten through 3<sup>rd</sup> grade uses Reading A-Z as its primary literacy program. Fourth through eighth grade uses ReadWriteThink's Literature Circles to meet literacy goals.

In addition, fourth through eighth grade students are encouraged to participate in Michigan History Day, with Middle School winners competing at the National History Day competition. This program meets

many research and writing goals as well as speaking and presentation. Space on the grid is left for additional resources to be added as to particularly aid the new teacher coming in to feel comfortable teaching the curriculum.

The Science and Social Studies Curriculum grids are left open at this time as we explore vast resources available with which to deliver the curricula, which are based on the 2007 Social Studies GLCEs and the 2009 Science GLCEs. This grid will be filled in on a building level over the course of the next few months.

Note that all classes at AALC are multi-age; therefore the elementary classes deliver science and social studies curricula in a two year rotation, while Middle School uses a three year rotation. Thus, a student moving from Kindergarten through 5<sup>th</sup> grade will attain the entire K-5 science and Social Studies curricula, and a student moving from 6<sup>th</sup> through 8<sup>th</sup> grade will receive the entire middle school curricula.

The National Standards for Physical Education, Music, Visual Arts, Drama, and Dance are utilized by our special area teachers.

## Kindergarten

### Motor Skills and Movement Patterns: Movement Concepts

#### *Space Awareness*

M.MC.00.01 demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.	Creative movement imitating animals and objects; Learning different pathways (Straight, curved, and zigzag)
M.MC.00.02 demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.	
M.MC.00.03 demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.	
M.MC.00.04 demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.	
M.MC.00.05 demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.	

#### *Effort*

M.MC.00.06 demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.
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#### *Relationships*

M.MC.00.09 demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.
M.MC.00.10 demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.

## Motor Skills and Movement Patterns: Movement Concepts

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### *Relationships, continued*

M.MC.00.11 demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.

## Motor Skills and Movement Patterns: Motor Skills

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### *Non-Locomotor*

M.MS.00.01 demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.

### *Locomotor*

M.MS.00.02 demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.

### *Manipulative*

M.MS.00.03 demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.

## Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.00.01 demonstrate basic even and uneven rhythmic patterns.

## Content Knowledge: Feedback

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K.FB.00.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

## Content Knowledge: Movement Concepts

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### *Space Awareness*

K.MC.00.01 identify limited space awareness movement concepts for location (e.g., self-space and general space).

K.MC.00.02 identify limited space awareness movement concepts for directions (e.g., up/down and forward/backward).

K.MC.00.03 identify limited space awareness movement concepts for levels (e.g., low and high).

K.MC.00.04 identify selected space awareness movement concepts for pathways (e.g., straight and curved).

K.MC.00.05 identify selected space awareness movement concepts for extensions (e.g., large/small).

### *Effort*

K.MC.00.06 identify selected effort movement concepts for time (e.g., fast/slow).

### *Relationship*

K.MC.00.09 identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).

K.MC.00.10 identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).

K.MC.00.11 identify selected relationship movement concepts with people (e.g., leading/following).

## Content Knowledge: Motor Skills

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### *Non-Locomotor*

K.MS.00.01 identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.

### *Locomotor*

K.MS.00.02 identify selected critical elements of the following locomotor skills: walk and jump.

*Manipulative*

K.MS.00.03 identify selected elements of the following manipulative skills: roll and underhand throw.

**Content Knowledge: Rhythmic Activities**

K.RA.00.01 identify basic rhythmic patterns (e.g., even and uneven).

**Content Knowledge: Participation Inside/Outside of Physical Education**

K.PA.00.01 recognize varying types of physical activities.

**Content Knowledge: Health-Related Fitness**

K.HR.00.01 identify one of the five components of health-related fitness.

**Content Knowledge: Physical Activity and Nutrition**

K.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

K.AN.00.02 identify that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.

**Fitness and Physical Activity: Participation During Physical Education**

A.PE.00.01 participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.

### **Fitness and Physical Activity: Participation Outside Physical Education**

A.PA.00.01 choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.

### **Fitness and Physical Activity: Health-Related Fitness**

A.HR.00.01 recognize one of the five components of health-related fitness.

### **Fitness and Physical Activity: Physical Activity and Nutrition**

A.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

A.AN.00.02 support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

### **Personal/Social Behaviors and Values: Feedback**

B.FB.00.01 use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

### **Personal/Social Behaviors and Values: Personal/Social Behaviors**

B.PS.00.01 exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.

First Grade

**Motor Skills and Movement Patterns: Movement Concepts**

*Space Awareness*

M.MC.01.01 demonstrate selected elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.

M.MC.01.02 demonstrate selected elements of space awareness movement concepts for directions (e.g., up/down and forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.

M.MC.01.03 demonstrate selected elements of space awareness movement concepts for levels (e.g., low, medium and high) in isolated settings.

M.MC.01.04 demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.

M.MC.01.05 demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small and far/near) in isolated settings.

*Effort*

M.MC.01.06 demonstrate selected elements of effort movement concepts for time (e.g., fast/slow and sudden/sustained) in isolated settings.

M.MC.01.07 demonstrate selected elements of effort movement concepts for force (i.e., strong and light) in isolated settings.

M.MC.01.08 demonstrate selected elements of effort movement concepts for flow (i.e., bound and free) in isolated settings.

*Relationships*

M.MC.01.09 demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.

M.MC.01.10 demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.

M.MC.01.11 demonstrate selected elements of relationship movement concepts with people (e.g., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.

## Motor Skills and Movement Patterns: Motor Skills

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### *Non-Locomotor*

M.MS.01.01 demonstrate selected elements of non-locomotor skills of of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.

### *Locomotor*

M.MS.01.02 demonstrate selected elements of mature form of locomotor skills of walk, run, leap, slide, gallop, hop, and skip in isolated settings.

### *Manipulative*

M.MS.01.03 demonstrate selected elements of mature form of manipulative skills of roll and overhand throw in isolated settings.

M.MS.01.04 demonstrate selected elements of the manipulative skills of two-handed catch and kick (stationary) in isolated settings.

## Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.02.01 demonstrate a movement pattern (locomotor and axial) even and uneven rhythmic patterns.

## Content Knowledge: Feedback

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<p><u>K.FB.02.01</u> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p>
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## Content Knowledge: Movement Concepts

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### *Space Awareness*

<p><u>K.MC.02.01</u> identify limited space awareness movement concepts for location (e.g., self-space and general space).</p>
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<p><u>K.MC.02.02</u> describe space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).</p>
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<p><u>K.MC.02.03</u> identify limited space awareness movement concepts for levels (e.g., low, medium, and high).</p>
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<p><u>K.MC.02.04</u> identify selected space awareness movement concepts for pathways (e.g., straight, curved, and zigzag).</p>
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<p><u>K.MC.02.05</u> identify selected space awareness movement concepts for extensions (e.g., large/small and far/near).</p>
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### *Effort*

<p><u>K.MC.02.06</u> identify selected effort movement concepts for time (e.g., fast/slow and sudden/sustained).</p>
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<p><u>K.MC.02.07</u> identify all effort movement concepts for force (i.e., strong and light).</p>
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<p><u>K.MC.02.08</u> identify all effort movement concepts for flow (i.e., bound and free).</p>
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*Relationship*

K.MC.02.09 identify relationship movement concepts of body parts (e.g., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).

K.MC.02.10 identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, front/behind, along/through, meeting/parting, surrounding, around, and alongside).

K.MC.02.11 describe relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups).

**Content Knowledge: Motor Skills**

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*Non-Locomotor*

K.MS.02.01 describe the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

*Locomotor*

K.MS.02.02 describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee.

*Manipulative*

K.MS.02.03 describe selected critical elements of the following manipulative skills: roll and underhand throw.

K.MS.02.04 identify selected critical elements of the manipulative skills of catch and kick.

**Content Knowledge: Outdoor Pursuits**

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K.OP.02.01 identify selected elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.

K.OP.01.03 identify selected aspects of types of equipment associated with outdoor pursuits.

### Content Knowledge: Rhythmic Activities

K.RA.01.01 distinguish between basic rhythmic patterns (e.g., even and uneven).

### Content Knowledge: Participation Inside/Outside of Physical Education

K.PA.01.01 identify safety rules and procedures for selected physical activities.

### Content Knowledge: Health-Related Fitness

K.HR.01.01 identify three of the five components of health-related fitness.

### Content Knowledge: Physical Activity and Nutrition

K.AN.01.01 identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).

K.AN.01.02 understand that supporting body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).

K.AN.01.03 recognize flexibility through a full range of motion of major joints.

### Fitness and Physical Activity: Participation During Physical Education

A.PE.01.01 participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.

### Fitness and Physical Activity: Participation Outside Physical Education

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A.PA.01.01 participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.

### Fitness and Physical Activity: Health-Related Fitness

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A.HR.01.01 recognize three of the five components of health-related fitness.

### Fitness and Physical Activity: Physical Activity and Nutrition

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A.AN.01.01 achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).

A.AN.01.02 support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

A.AN.01.03 demonstrate flexibility through a full range of motion of major joints.

### Personal/Social Behaviors and Values: Feedback

B.FB.01.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.01.01 exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.

## Second Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.02.01 demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.

M.MC.02.02 demonstrate selected space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/ counterclockwise) in isolated settings.

M.MC.02.03 demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.

M.MC.02.04 demonstrate selected space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.

M.MC.02.05 demonstrate selected space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.

#### *Effort*

M.MC.02.06 demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.

M.MC.02.07 demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.

M.MC.02.08 demonstrate selected effort movement concepts for flow (i.e., bound and free) in isolated settings.

#### *Relationships*

M.MC.02.09 demonstrate selected relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.

M.MC.02.10 demonstrate selected relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.

M.MC.02.11 demonstrate selected elements of relationship movement concepts with people (e.g., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.

## Motor Skills and Movement Patterns: Motor Skills

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### *Non-Locomotor*

M.MS.02.01 demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.

### *Locomotor*

M.MS.02.02 demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, and flee in isolated settings.

### *Manipulative*

M.MS.02.03 demonstrate selected elements of the mature form of manipulative skills of roll, underhand throw, and overhand throw in isolated settings.

M.MS.02.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, and hand dribble in isolated settings.

M.MS.02.05 demonstrate selected elements of the mature form of the manipulative skills of hand dribble and volley.

## Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.02.01 demonstrate a movement pattern (locomotor and axial) even and uneven rhythmic patterns.

## Content Knowledge: Feedback

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K.FB.02.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.

## Content Knowledge: Movement Concepts

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### *Space Awareness*

K.MC.02.01 describe space awareness movement concepts for location (e.g., self-space and general space).

K.MC.02.02 describe space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).

K.MC.02.03 describe space awareness movement concepts for levels (i.e., low, medium, and high).

K.MC.02.04 describe space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).

K.MC.02.05 describe space awareness movement concepts for extensions (i.e., large/small and far/near).

### *Effort*

K.MC.02.06 describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).

K.MC.02.07 describe effort movement concepts for force (i.e., strong and light).

K.MC.02.08 describe effort movement concepts for flow (i.e., bound and free).

### *Relationship*

K.MC.02.09 describe relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).

K.MC.02.10 describe all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).

K.MC.02.11 describe relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups).

## Content Knowledge: Motor Skills

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### *Non-Locomotor*

K.MS.02.01 describe the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

### *Locomotor*

K.MS.02.02 describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee.

### *Manipulative*

K.MS.02.03 describe selected critical elements of the following manipulative skills: roll and underhand throw.

K.MS.02.04 identify selected critical elements of the manipulative skills of catch and kick.

## Content Knowledge: Outdoor Pursuits

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K.OP.02.01 identify elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.

K.OP.02.03 identify selected elements of types of equipment with outdoor pursuits.

## Content Knowledge: Rhythmic Activities

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K.RA.02.01 compare basic rhythmic patterns.

### Content Knowledge: Participation Inside/Outside of Physical Education

<p><u>K.PA.02.01</u> understand safety rules and procedures for selected physical activities.</p>	
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### Content Knowledge: Health-Related Fitness

<p><u>K.HR.02.01</u> identify the five components of health-related fitness.</p>	
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<p><u>K.HR.02.02</u> identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p>	
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<p><u>K.HR.02.03</u> identify the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p>	
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<p><u>K.HR.02.04</u> identify the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p>	
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<p><u>K.HR.02.05</u> identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p>	
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### Content Knowledge: Physical Activity and Nutrition

<p><u>K.AN.02.01</u> differentiate between moderate to vigorous levels of physical activity.</p>	
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<p><u>K.AN.03.02</u> explain that supporting body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).</p>	
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<p><u>K.AN.02.03</u> recognize flexibility through a full range of motion of the major joints.</p>	
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K.AN.02.04 identify that the body is made up of lean body mass and body fat.

### Content Knowledge: Personal/Social Behaviors

K.PS.02.01 identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

K.PS.02.02 identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

### Fitness and Physical Activity: Regular Participation

K.RP.02.01 identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.

K.RP.02.02 describe participation in a physical activity for novelty and challenge in isolated settings.

### Content Knowledge: Individual Differences

K.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.

K.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

### Content Knowledge: Feelings

K.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity.

### Fitness and Physical Activity: Participation During Physical Education

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A.PE.02.01 participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities.

### Fitness and Physical Activity: Participation Outside Physical Education

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A.PA.02.01 participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis.

### Fitness and Physical Activity: Health-Related Fitness

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A.HR.02.01 recognize that there are five components of health-related fitness.

A.HR.02.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.02.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.02.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.02.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

### Fitness and Physical Activity: Physical Activity and Nutrition

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A.AN.02.01 sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).

A.AN.02.02 support body weight while participating in activities that improve physical fitness.

A.AN.02.03 demonstrate flexibility through a full range of motion of the major joints.

### Personal/Social Behaviors and Values: Feedback

B.FB.02.01 use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.02.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.

B.PS.02.02 exhibit selected behaviors which exemplify each of the personal/social character traits of initiative and leadership in isolated settings.

### Personal/Social Behaviors and Values: Regular Participation

B.RP.02.01 express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.

B.RP.02.02 choose to participate in a physical activity for novelty and challenge in isolated settings.

### Personal/Social Behaviors and Values: Individual Differences

B.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.

B.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

### Personal/Social Behaviors and Values: Feelings

B.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity in isolated settings.

## Third Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.03.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.

M.MC.03.02 demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.

M.MC.03.03 demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.

M.MC.03.04 demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.

M.MC.03.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.

#### *Effort*

M.MC.03.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.

M.MC.03.07 demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.

M.MC.03.08 demonstrate all effort movement concepts for flow (i.e., bound and free) in isolated settings.

#### *Relationships*

M.MC.03.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.

M.MC.03.10 demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.

M.MC.03.11 demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.

## Motor Skills and Movement Patterns: Motor Skills

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### *Non-Locomotor*

M.MS.03.01 demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.

### *Locomotor*

M.MS.03.02 demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge in isolated settings.

### *Manipulative*

M.MS.03.03 demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.

M.MS.03.04 demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings.

M.MS.03.05 demonstrate selected elements of the mature form of manipulative skills of hand dribble and volley.

## Motor Skills and Movement Patterns: Outdoor Pursuits

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M.OP.03.01 demonstrate use of movement concepts in outdoor pursuits in isolated settings.

M.OP.03.02 demonstrate use of locomotor skills in outdoor pursuits in isolated settings.

M.OP.03.03 demonstrate use of non-locomotor skills in outdoor pursuits in isolated settings.

### Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.03.01 demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms in repetition.

### Content Knowledge: Feedback

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K.FB.03.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

### Content Knowledge: Movement Concepts

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#### *Space Awareness*

K.MC.03.01 distinguish among all space awareness movement concepts for location (e.g., self-space and general space).

K.MC.03.02 distinguish among all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).

K.MC.03.03 distinguish among all space awareness movement concepts for levels (i.e., low, medium, and high).

K.MC.03.04 distinguish among all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).

K.MC.03.05 distinguish among all space awareness movement concepts for extensions (i.e., large/small and far/near).

*Effort*

K.MC.03.06 distinguish among all effort movement concepts for time (i.e., fast/slow and sudden/sustained).

K.MC.03.07 distinguish among all effort movement concepts for force (i.e., strong and light).

K.MC.03.08 distinguish among all effort movement concepts for flow (i.e., bound and free).

*Relationship*

K.MC.03.09 distinguish among all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).

K.MC.03.10 distinguish among all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).

K.MC.03.11 distinguish among all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups).

## Content Knowledge: Motor Skills

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*Non-Locomotor*

K.MS.03.01 distinguish among the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

*Locomotor*

K.MS.03.02 distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

*Manipulative*

K.MS.03.03 distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.

K.MS.03.04 identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand.

### Content Knowledge: Outdoor Pursuits

K.OP.03.01 describe selected elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.

K.OP.03.03 identify the function of clothing and equipment associated with selected outdoor pursuits.

K.OP.03.04 identify selected safety features of outdoor pursuits.

### Content Knowledge: Rhythmic Activities

K.RA.03.01 create a simple repeating rhythmic sequence by combining a variety of movement skills.

### Content Knowledge: Participation Inside/Outside of Physical Education

K.PA.03.01 identify opportunities for physical activity within the school and community.

### Content Knowledge: Health-Related Fitness

K.HR.03.01 describe the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.03.02 describe the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

K.HR.03.03 describe the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

K.HR.03.04 describe the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

### Content Knowledge: Physical Activity and Nutrition

K.AN.03.01 identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

K.AN.03.02 describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.

K.AN.03.03 understand how supporting body weight, while participating in activities, improves physical fitness.

K.AN.02.04 identify non-manipulative activities that promote healthy joint flexibility.

### Content Knowledge: Personal/Social Behaviors

K.PS.03.01 identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

K.PS.03.02 identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

### Fitness and Physical Activity: Regular Participation

K.RP.03.01 identify positive feelings associated with regular participation in physical activities in isolated settings.

K.RP.03.02 recognize the need to practice skills for which improvement is needed in isolated settings.

### Content Knowledge: Social Benefits

K.SB.03.01 identify benefits of social interaction as part of participation in physical activities.

### Content Knowledge: Individual Differences

K.ID.03.01 choose to participate with students of varying skill and fitness levels in isolated settings.

K.ID.03.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

### Content Knowledge: Feelings

K.FE.03.01 identify emotions related to how individuals feel while participating in physical activities.

### Fitness and Physical Activity: Participation During Physical Education

A.PE.03.01 participate regularly (i.e., a minimum of 33% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

### Fitness and Physical Activity: Participation Outside Physical Education

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A.PA.03.01 choose to participate regularly (i.e., a minimum of 60 minutes per day for 7 days a week) in physical activities outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

### Fitness and Physical Activity: Health-Related Fitness

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A.HR.03.01 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.03.02 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.03.03 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.03.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.03.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

## Fitness and Physical Activity: Physical Activity and Nutrition

---

A.AN.03.01 identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.03.02 support body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

A.AN.03.03 participate in non-locomotor activities that promote healthy joint flexibility.

## Personal/Social Behaviors and Values: Feedback

B.FB.03.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

## Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.03.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

B.PS.03.02 exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

## Personal/Social Behaviors and Values: Regular Participation

B.RP.03.01 identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.

B.RP.03.02 choose to practice skills for which improvement is needed in isolated settings.

### Personal/Social Behaviors and Values: Social Benefits

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B.SB.03.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.

### Personal/Social Behaviors and Values: Individual Differences

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B.ID.03.01 participate with students of varying skill and fitness levels in isolated settings.

B.ID.03.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

### Personal/Social Behaviors and Values: Feelings

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B.FE.03.01 identify emotions related to how individuals feel while participating in physical activity in isolated settings.

## Fourth Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.04.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.

M.MC.04.02 demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.03 demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.04 demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.

#### *Effort*

M.MC.04.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.07 demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.08 demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.

*Relationships*

M.MC.04.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.10 demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.11 demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of selected fundamental motor skills in controlled settings.

## Motor Skills and Movement Patterns: Motor Skills

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*Non-Locomotor*

M.MS.04.01 demonstrate selected elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.

*Locomotor*

M.MS.04.02 demonstrate selected elements of the mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.

*Manipulative*

M.MS.04.03 demonstrate selected elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.

M.MS.04.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.

M.MS.04.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings.

M.MS.04.06 perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.

**Motor Skills and Movement Patterns: Outdoor Pursuits**

M.OP.04.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in isolated settings.

M.OP.04.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment (e.g., backpack) in isolated settings.

M.OP.04.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in isolated settings.

M.OP.04.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in isolated settings.

**Motor Skills and Movement Patterns: Target Games**

M.TG.04.01 demonstrate limited use of selected strategies for tactical problems, such as accuracy in distance and direction during modified, unopposed target games.

### Motor Skills and Movement Patterns: Invasion Games

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M.IG.04.01 demonstrate use of selected on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).

### Motor Skills and Movement Patterns: Net/Wall Games

M.NG.04.01 demonstrate selected solutions to tactical problems, such as maintaining a rally and defending space (e.g., returning to base) during modified, cooperative net/wall games.

### Motor Skills and Movement Patterns: Striking/Fielding Games

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M.SG.04.01 demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).

### Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.04.01 demonstrate the reversal of rhythmic locomotor patterns and change of direction.

### Content Knowledge: Feedback

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K.FB.04.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

### Content Knowledge: Movement Concepts

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K.MC.04.12 apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.

K.MC.04.13 apply knowledge of critical elements of all movement concepts while performing non-locomotor skills in isolated settings.

K.MC.04.14 apply knowledge of critical elements of all movement concepts while performing selected manipulative skills (e.g., roll, underhand throw, and overhand throw) in isolated settings.

### Content Knowledge: Motor Skills

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#### *Non-Locomotor*

K.MS.04.01 apply limited critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

#### *Locomotor*

K.MS.04.02 apply knowledge of selected movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.

#### *Manipulative*

K.MS.04.03 apply knowledge of selected critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in isolated settings.

K.MS.04.04 apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with a short-handled implement and with the hand, chest pass, bounce pass, hand dribble, and volley in isolated settings.

### Content Knowledge: Outdoor Pursuits

K.OP.04.01 distinguish among the seven principles of Leave No Trace (PEAK version) in controlled settings.

K.OP.04.03 describe the function of clothing and equipment associated with selected outdoor pursuits.

K.OP.04.04 identify selected safety features of outdoor pursuits.

### Content Knowledge: Target Games

K.TG.04.01 identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

### Content Knowledge: Invasion Games

K.IG.04.01 identify selected elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).

### Content Knowledge: Net/Wall Games

K.NG.04.01 identify selected tactical problems (e.g., maintaining a rally), setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

### Content Knowledge: Striking/Fielding Games

K.SG.04.01 identify selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4).

### Content Knowledge: Rhythmic Activities

K.RA.04.01 create a repeating rhythmic sequence by combining a variety of mature movement skills.

### Content Knowledge: Participation Inside/Outside of Physical Education

K.PA.04.01 identify and participate in new physical activities.

### Content Knowledge: Health-Related Fitness

K.HR.04.02 understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.04.03 understand the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

K.HR.04.04 understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

K.HR.04.05 understand the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

### Content Knowledge: Physical Activity and Nutrition

<p><u>K.AN.04.01</u> describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).</p>
<p><u>K.AN.04.02</u> understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.</p>
<p><u>K.AN.04.03</u> explain how supporting body weight, while participating in activities, improves physical fitness.</p>
<p><u>K.AN.04.04</u> explain how non-manipulative activities promote healthy joint flexibility.</p>

### Content Knowledge: Personal/Social Behaviors

<p><u>K.PS.04.01</u> describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.</p>
<p><u>K.PS.04.02</u> describe key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.</p>

### Fitness and Physical Activity: Regular Participation

<p><u>K.RP.04.01</u> identify positive feelings associated with regular participation in physical activities in isolated settings.</p>
<p><u>K.RP.04.02</u> understand the need to practice skills for which improvement is needed in isolated settings.</p>

### Content Knowledge: Social Benefits

<u>K.SB.04.01</u> identify benefits of social interaction as part of participation in physical activities in isolated settings.	
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### Content Knowledge: Individual Differences

<u>K.ID.04.01</u> identify emotions related to how individuals feel while participating in physical activity in isolated settings.	
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<u>K.ID.04.02</u> identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	
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<u>K.ID.04.03</u> choose to participate with students of varying skill and fitness levels in isolated settings.	
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### Content Knowledge: Feelings

<u>K.FE.04.01</u> identify positive feelings associated with regular participation in physical activities.	
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### Fitness and Physical Activity: Participation During Physical Education

<u>A.PE.04.01</u> participate in physical activities that are moderate in intensity level (i.e., a minimum of 50% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.	
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### Fitness and Physical Activity: Participation Outside Physical Education

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A.PA.04.01 participate in physical activities that are moderate in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 60% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

### Fitness and Physical Activity: Health-Related Fitness

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A.HR.04.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.04.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.04.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.04.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

### Fitness and Physical Activity: Physical Activity and Nutrition

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A.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.04.02 support body weight while participating in activities that improve physical fitness.

A.AN.04.03 participate in non-locomotor activities that promote healthy joint flexibility.

A.AN.04.04 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.

### Personal/Social Behaviors and Values: Feedback

B.FB.04.01 use limited feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.04.01 exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.

B.PS.04.02 exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

### Personal/Social Behaviors and Values: Regular Participation

B.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.

B.RP.04.02 choose to regularly practice skills for which improvement is needed in isolated settings.

### Personal/Social Behaviors and Values: Social Benefits

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B.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.

### Personal/Social Behaviors and Values: Individual Differences

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B.ID.04.01 participate with students of varying skill and fitness levels in isolated settings.

B.ID.04.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

### Personal/Social Behaviors and Values: Feelings

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B.FE.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.

## Fifth Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.05.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.

M.MC.05.02 demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of fundamental motor skills in controlled settings.

M.MC.05.03 demonstrate mature form and function of all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of fundamental motor skills in controlled settings.

M.MC.05.04 demonstrate mature form and function of all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.

#### *Effort*

M.MC.05.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.

M.MC.05.07 demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.

M.MC.05.08 demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.

*Relationships*

M.MC.05.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.

M.MC.05.10 demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) with mature form of fundamental motor skills in controlled settings.

M.MC.05.11 demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.

## Motor Skills and Movement Patterns: Motor Skills

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*Non-Locomotor*

M.MS.05.01 demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in controlled settings.

*Locomotor*

M.MS.05.02 demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.

*Manipulative*

M.MS.05.03 demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw using selected movement concepts in controlled settings.

M.MS.05.04 demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.

M.MS.05.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley (e.g., forearm pass, overhead set), and punt in isolated settings.

M.MS.05.06 perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

### Motor Skills and Movement Patterns: Outdoor Pursuits

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M.OP.05.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in isolated settings.

### Motor Skills and Movement Patterns: Target Games

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M.TG.05.01 demonstrate selected use of strategies for tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

### Motor Skills and Movement Patterns: Invasion Games

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M.IG.05.01 demonstrate selected use of both on-the-ball and off-the-ball tactical movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

### Motor Skills and Movement Patterns: Net/Wall Games

M.NG.05.01 demonstrate selected solutions to tactical problems, such as maintaining a rally, setting up an attack, (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

### Motor Skills and Movement Patterns: Striking/Fielding Games

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M.SG.04.01 demonstrate use of selected on-the-object tactical movements of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, stationary object, 5 vs. 5).

### Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.05.01 demonstrate a sequence of rhythmic patterns traveling along pathways (i.e., circle, zigzag, straight line).

### Content Knowledge: Feedback

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K.FB.05.01 distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings.

## Content Knowledge: Movement Concepts

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K.MC.05.15 apply limited knowledge of movement concepts while performing non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.

## Content Knowledge: Motor Skills

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### *Non-Locomotor*

K.MS.05.01 apply knowledge of movement concepts while performing non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.

### *Locomotor*

K.MS.05.02 apply knowledge of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.

### *Manipulative*

K.MS.05.03 apply knowledge of the critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in controlled settings.

K.MS.05.04 apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.

K.MS.05.05 apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

### Content Knowledge: Outdoor Pursuits

K.OP.05.01 apply knowledge of elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.

K.OP.05.03 describe the function of clothing and equipment associated with selected outdoor pursuits.

K.OP.05.04 describe selected safety features of outdoor pursuits.

K.OP.05.07 describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings.

### Content Knowledge: Target Games

K.TG.05.01 identify tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

### Content Knowledge: Invasion Games

K.IG.05.01 identify elements of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, re-ceiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

### Content Knowledge: Net/Wall Games

K.NG.05.01 identify tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

### Content Knowledge: Striking/Fielding Games

K.SG.05.01 identify tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5).

### Content Knowledge: Rhythmic Activities

K.RA.05.01 integrate basic rhythmic formations, positions, and steps into a rhythmic activity.

### Content Knowledge: Participation Inside/Outside of Physical Education

K.PA.05.01 explain the effects and benefits of physical activity.

### Content Knowledge: Health-Related Fitness

K.HR.05.02 predict results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.05.03 predict results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

K.HR.05.04 predict results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

K.HR.05.05 predict results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

### Content Knowledge: Physical Activity and Nutrition

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K.AN.05.01 describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

K.AN.05.02 measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.

K.AN.05.03 evaluate how supporting body weight, while participating in activities, improves physical fitness.

K.AN.05.04 evaluate how non-manipulative activities promote healthy joint flexibility.

### Content Knowledge: Personal/Social Behaviors

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K.PS.05.01 distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.05.02 distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

### Fitness and Physical Activity: Regular Participation

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K.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.

K.RP.05.02 describe the need to practice skills for which improvement is needed in controlled settings.

### Content Knowledge: Social Benefits

<u>K.SB.05.01</u> identify benefits of social interaction as part of participation in physical activities in controlled settings.	
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### Content Knowledge: Individual Differences

<u>K.ID.05.01</u> choose to participate with students of varying skill and fitness levels in dynamic settings.	
<u>K.ID.05.02</u> identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	
<u>K.ID.05.03</u> choose to participate with students of varying skill and fitness levels in controlled settings.	

### Content Knowledge: Feelings

<u>K.FE.05.01</u> identify emotions related to how individuals feel while regularly participating in physical activity.	
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### Fitness and Physical Activity: Participation During Physical Education

<u>A.PE.05.01</u> participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.	
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### Fitness and Physical Activity: Participation Outside Physical Education

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A.PA.05.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 65% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

### Fitness and Physical Activity: Health-Related Fitness

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A.HR.05.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.05.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.05.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.05.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

### Fitness and Physical Activity: Physical Activity and Nutrition

---

A.AN.05.01 describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.05.02 support body weight while participating in activities that improve physical fitness.

A.AN.05.03 participate in non-locomotor activities that promote healthy joint flexibility.

A.AN.05.04 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in controlled settings.

### Personal/Social Behaviors and Values: Feedback

B.FB.05.01 distinguish how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.05.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.05.02 apply behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

### Personal/Social Behaviors and Values: Regular Participation

B.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.

B.RP.05.02 choose to regularly practice skills for which improvement is needed in controlled settings.

### Personal/Social Behaviors and Values: Social Benefits

B.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.

### Personal/Social Behaviors and Values: Individual Differences

B.ID.05.01 participate alone or with other students of varying skill and fitness levels in controlled settings.

B.ID.05.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.

### Personal/Social Behaviors and Values: Feelings

B.FE.05.01 identify emotions related to how individuals feel while regularly participating in physical activity in controlled settings.

## Sixth Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.06.01 demonstrate selected space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.

### Motor Skills and Movement Patterns: Motor Skills

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#### *Manipulative*

M.MS.06.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.

M.MS.06.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in isolated settings.

M.MS.06.06 perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.

### Motor Skills and Movement Patterns: Outdoor Pursuits

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M.OP.06.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings.

M.OP.06.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings.

M.OP.06.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings.

M.OP.06.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in controlled settings.

M.OP.06.05 demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in controlled settings.

### Motor Skills and Movement Patterns: Target Games

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M.TG.06.01 demonstrate strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, unopposed target games.

### Motor Skills and Movement Patterns: Invasion Games

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M.IG.06.01 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

M.IG.06.02 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

### Motor Skills and Movement Patterns: Net/Wall Games

M.NG.06.01 demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

### Motor Skills and Movement Patterns: Striking/Fielding Games

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M.SG.06.01 demonstrate selected use of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).

### Motor Skills and Movement Patterns: Rhythmic Activities

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M.RA.06.01 demonstrate two rhythms, simultaneously, in two different parts of the body.

### Content Knowledge: Feedback

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K.FB.06.01 describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.

### Content Knowledge: Movement Concepts

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K.MC.06.15 apply knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.

### Content Knowledge: Motor Skills

<p><u>K.MS.06.01</u> apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.</p>	
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### Content Knowledge: Outdoor Pursuits

<p><u>K.OP.06.01</u> apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in controlled settings.</p>	
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<p><u>K.OP.06.03</u> distinguish between the function of equipment associated with selected outdoor pursuits.</p>	
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<p><u>K.OP.06.04</u> apply knowledge of safety features of outdoor pursuits in controlled settings.</p>	
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<p><u>K.OP.06.05</u> identify selected elements of decision-making skills related to engaging in outdoor pursuits.</p>	
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<p><u>K.OP.06.06</u> identify governmental, non-profit, and/or private areas used for outdoor pursuits.</p>	
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<p><u>K.OP.06.07</u> distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.</p>	
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### Content Knowledge: Target Games

<p><u>K.TG.06.01</u> describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.</p>	
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### Content Knowledge: Invasion Games

K.IG.06.01 describe selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

K.IG.06.02 identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

### Content Knowledge: Net/Wall Games

K.NG.06.01 distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

### Content Knowledge: Striking/Fielding Games

K.SG.06.01 describe selected elements of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).

### Content Knowledge: Rhythmic Activities

K.RA.06.01 integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.

### Content Knowledge: Participation Inside/Outside of Physical Education

K.PA.06.01 compare and contrast physical activities for intensity and skill level.

### Content Knowledge: Health-Related Fitness

K.HR.06.02 use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.06.03 use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

K.HR.06.04 use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

K.HR.06.05 use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

K.HR.06.06 identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.

K.HR.06.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

K.HR.06.08 understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).

### Content Knowledge: Physical Activity and Nutrition

K.AN.06.01 discuss the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

K.AN.06.02 use the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

### Content Knowledge: Personal/Social Behaviors

K.PS.06.01 explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.06.02 explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

### Fitness and Physical Activity: Regular Participation

K.RP.06.01 choose to participate in activities that are personally challenging in controlled settings.

K.RP.06.02 explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

### Content Knowledge: Social Benefits

K.SB.06.01 use physical activity as a positive opportunity for social interaction in controlled settings.

### Content Knowledge: Individual Differences

K.ID.06.01 choose to participate with students of varying skill and fitness levels in dynamic settings.

K.ID.06.02 understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.ID.06.03 choose to participate in activities that allow for self-expression in controlled settings.

### Content Knowledge: Feelings

K.FE.06.01 identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

### Fitness and Physical Activity: Participation During Physical Education

A.PE.06.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.

### Fitness and Physical Activity: Participation Outside Physical Education

A.PA.06.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.

### Fitness and Physical Activity: Health-Related Fitness

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A.HR.06.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.06.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.06.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.06.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

A.HR.06.06 identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.

A.HR.06.07 self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

A.HR.06.08 identify the principles of training (frequency, intensity, type, time, overload, specificity).

### Fitness and Physical Activity: Physical Activity and Nutrition

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A.AN.06.01 apply the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.06.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

### Personal/Social Behaviors and Values: Feedback

B.FB.06.01 describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.06.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.06.02 describe behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

### Personal/Social Behaviors and Values: Regular Participation

B.RP.06.01 choose to participate in activities that are personally challenging in controlled settings.

B.RP.06.02 choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

### Personal/Social Behaviors and Values: Social Benefits

B.SB.06.01 recognize physical activity as a positive opportunity for social interaction in controlled settings.

### Personal/Social Behaviors and Values: Individual Differences

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B.ID.06.01 choose to participate with students of varying skill and fitness levels in controlled settings.

B.ID.06.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.

B.ID.06.03 choose to participate in activities that allow for self-expression in controlled settings.

### Personal/Social Behaviors and Values: Feelings

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B.FE.06.01 identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.

## Seventh Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.07.01 demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.

### Motor Skills and Movement Patterns: Motor Skills

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#### *Manipulative*

M.MS.07.04 demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.

M.MS.07.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.

M.MS.07.06 perform a four-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

### Motor Skills and Movement Patterns: Outdoor Pursuits

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M.OP.07.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.07.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.07.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.07.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in controlled settings.

M.OP.07.05 demonstrate ability to make minor repairs to equipment in outdoor pursuits in controlled settings.

### Motor Skills and Movement Patterns: Target Games

M.TG.07.01 demonstrate selected tactical skills, such as accuracy in distance and direction (e.g., reducing number of shots, implement selection, set up routine) during modified 1 vs. 1 target games.

M.TG.07.02 demonstrate use of selected strategies for tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified target games.

### Motor Skills and Movement Patterns: Invasion Games

M.IG.07.01 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

M.IG.07.02 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

### Motor Skills and Movement Patterns: Net/Wall Games

M.NG.07.01 demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

M.NG.07.02 demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

### Motor Skills and Movement Patterns: Striking/Fielding Games

M.SG.07.01 demonstrate elements of selected infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).

### Motor Skills and Movement Patterns: Rhythmic Activities

M.RA.07.01 demonstrate student-created rhythmic movement patterns with pathways with a partner to different musical rhythms.

### Content Knowledge: Feedback

K.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

### Content Knowledge: Movement Concepts

K.MC.07.15 apply knowledge of selected movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding in modified games and outdoor activities in dynamic settings.

### Content Knowledge: Motor Skills

K.MS.07.01 apply knowledge of selected movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.

### Content Knowledge: Outdoor Pursuits

K.OP.07.01 apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in dynamic settings.

K.OP.07.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in controlled settings.

K.OP.07.04 apply knowledge of selected safety features of outdoor pursuits in controlled settings.

K.OP.07.05 apply elements of decision-making skills related to engaging in outdoor pursuits.

K.OP.07.06 identify governmental, non-profit, and/or private areas used for selected outdoor pursuits in the local area.

K.OP.07.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.

### Content Knowledge: Target Games

K.TG.07.01 describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.

K.TG.07.02 describe selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.

### Content Knowledge: Invasion Games

K.IG.07.01 describe all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

K.IG.07.02 describe selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

### Content Knowledge: Net/Wall Games

K.NG.07.01 distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

K.NG.07.02 distinguish among elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

### Content Knowledge: Striking/Fielding Games

K.SG.07.01 distinguish among elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).

### Content Knowledge: Rhythmic Activities

K.RA.07.01 assess complex, creative rhythmic formations, positions, and steps.

## Content Knowledge: Participation Inside/Outside of Physical Education

<p><u>K.PA.07.01</u> explain the relationship between physical activity and lifelong health.</p>	
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## Content Knowledge: Health-Related Fitness

<p><u>K.HR.07.02</u> plan a course of action to meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p>	
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<p><u>K.HR.07.03</u> plan a course of action to meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p>	
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<p><u>K.HR.07.04</u> plan a course of action to meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p>	
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<p><u>K.HR.07.05</u> plan a course of action to meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p>	
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<p><u>K.HR.07.06</u> develop a plan for improving or maintaining health-related fitness status with assistance from the teacher.</p>	
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<p><u>K.HR.07.07</u> understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.</p>	
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<p><u>K.HR.07.08</u> describe the principles of training (frequency, intensity, type, time, overload, specificity).</p>	
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### Content Knowledge: Physical Activity and Nutrition

K.AN.07.01 evaluate the effects of physical activity and nutrition on the body, with teacher guidance.

K.AN.07.02 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones), with teacher guidance.

### Content Knowledge: Personal/Social Behaviors

K.PS.07.01 compare behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.PS.07.02 compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

### Fitness and Physical Activity: Regular Participation

K.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.

K.RP.07.02 explain why to choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.

### Content Knowledge: Social Benefits

K.SB.07.01 use physical activity as a positive opportunity for social interaction in dynamic settings.

### Content Knowledge: Individual Differences

K.ID.07.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.

K.ID.07.02 examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.

### Content Knowledge: Feelings

K.FE.07.01 examine indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

### Fitness and Physical Activity: Participation During Physical Education

A.PE.07.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 65% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.

### Fitness and Physical Activity: Participation Outside Physical Education

A.PA.07.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.

### Fitness and Physical Activity: Health-Related Fitness

A.HR.07.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.07.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.07.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.07.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

A.HR.07.06 develop a plan for improving or maintaining health-related fitness status with assistance from the teacher.

A.HR.07.07 self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

A.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).

### Fitness and Physical Activity: Physical Activity and Nutrition

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A.AN.07.01 monitor the effects of physical activity and nutrition on the body, with teacher guidance.

A.AN.07.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones), with teacher guidance.

### Personal/Social Behaviors and Values: Feedback

B.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

B.PS.07.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.PS.07.02 apply appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

### Personal/Social Behaviors and Values: Regular Participation

B.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.

B.RP.07.02 choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.

### Personal/Social Behaviors and Values: Social Benefits

B.SB.07.01 recognize physical activity as a positive opportunity for social interaction in dynamic settings.

### Personal/Social Behaviors and Values: Individual Differences

B.ID.07.01 participate with community members of varying skill and fitness levels in dynamic settings.

B.ID.07.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.

B.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.

### Personal/Social Behaviors and Values: Feelings

B.FE.07.01 exhibit positive indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.

## Eighth Grade

### Motor Skills and Movement Patterns: Movement Concepts

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#### *Space Awareness*

M.MC.08.01 demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.

### Motor Skills and Movement Patterns: Motor Skills

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#### *Manipulative*

M.MS.08.04 apply mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.

M.MS.08.05 demonstrate mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.

M.MS.08.06 perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

### Motor Skills and Movement Patterns: Outdoor Pursuits

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M.OP.08.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.08.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.08.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.08.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in controlled settings.

M.OP.08.05 demonstrate ability to make minor repairs to equipment in outdoor pursuits in controlled settings.

### Motor Skills and Movement Patterns: Target Games

M.TG.08.01 demonstrate selected tactical skills, such as accuracy in distance and direction (e.g., reducing number of shots, implement selection, set up routine) during modified 1 vs. 1 target games.

M.TG.08.02 demonstrate use of selected strategies for tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1 target games.

### Motor Skills and Movement Patterns: Invasion Games

M.IG.08.01 demonstrate off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

M.IG.08.02 demonstrate on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4)

### Motor Skills and Movement Patterns: Net/Wall Games

M.NG.08.01 demonstrate selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 3 vs. 3).

M.NG.08.02 demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 6 vs. 6).

### Motor Skills and Movement Patterns: Striking/Fielding Games

M.SG.08.01 demonstrate infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).

### Motor Skills and Movement Patterns: Rhythmic Activities

M.RA.08.01 demonstrate rhythmic movement patterns with pathways using different qualities of movement (e.g., free/bound, strong/light, sustained/quick).

### Content Knowledge: Feedback

K.FB.08.01 apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

### Content Knowledge: Movement Concepts

K.MC.08.15 apply knowledge of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

### Content Knowledge: Motor Skills

K.MS.08.01 apply knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.

### Content Knowledge: Outdoor Pursuits

K.OP.08.01 apply knowledge of the seven principles of Leave No Trace (Teen version) in dynamic settings.

K.OP.08.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in controlled settings.

K.OP.08.04 apply knowledge of selected safety features of outdoor pursuits in controlled settings.

K.OP.08.05 apply elements of decision-making skills related to engaging in outdoor pursuits.

K.OP.07.06 identify governmental, non-profit, and/or private areas used for selected outdoor pursuits in the local area.

K.OP.07.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.

K.OP.08.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.

### Content Knowledge: Target Games

K.TG.08.01 distinguish among all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1, opposed target games.

K.TG.08.02 distinguish among selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.

### Content Knowledge: Invasion Games

K.IG.08.01 distinguish among all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

K.IG.08.02 distinguish among selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

### Content Knowledge: Net/Wall Games

K.NG.08.01 distinguish among all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).

K.NG.08.02 distinguish among all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).

### Content Knowledge: Striking/Fielding Games

K.SG.08.01 distinguish among all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).

### Content Knowledge: Rhythmic Activities

K.RA.08.01 assess complex, creative rhythmic formations, positions, and steps that use equipment.

## Content Knowledge: Participation Inside/Outside of Physical Education

<p><u>K.PA.08.01</u> set individual physical activity goals and formulate a physical activity program that meets national guidelines.</p>	
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## Content Knowledge: Health-Related Fitness

<p><u>K.HR.08.02</u> describe results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p>	
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<p><u>K.HR.08.03</u> describe results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).</p>	
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<p><u>K.HR.08.04</u> describe results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).</p>	
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<p><u>K.HR.08.05</u> describe results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).</p>	
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<p><u>K.HR.08.06</u> develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.</p>	
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<p><u>K.HR.08.07</u> understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.</p>	
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<p><u>K.HR.08.08</u> understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).</p>	
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### Content Knowledge: Physical Activity and Nutrition

K.AN.08.01 evaluate the effects of physical activity and nutrition on the body.

K.AN.08.02 evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).

### Content Knowledge: Personal/Social Behaviors

K.PS.08.01 analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.PS.08.02 analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

### Fitness and Physical Activity: Regular Participation

K.RP.08.01 choose to participate in activities that are personally challenging in dynamic settings.

K.RP.08.02 explain why to choose to exercise, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.

### Content Knowledge: Social Benefits

K.SB.08.01 use physical activity as a positive opportunity for social interaction in dynamic settings.

### Content Knowledge: Individual Differences

K.ID.08.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.

K.ID.08.02 analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.

### Content Knowledge: Feelings

K.FE.08.01 analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

### Fitness and Physical Activity: Participation During Physical Education

A.PE.08.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.

### Fitness and Physical Activity: Participation Outside Physical Education

A.PA.08.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.

### Fitness and Physical Activity: Health-Related Fitness

A.HR.08.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.08.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.08.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.08.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

A.HR.08.06 develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.

A.HR.08.07 self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.

A.HR.08.08 recognize the principles of training (frequency, intensity, type, time, overload, specificity).

### **Fitness and Physical Activity: Physical Activity and Nutrition**

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A.AN.08.01 monitor, independently, the effects of physical activity and nutrition on the body.

A.AN.08.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).

### **Personal/Social Behaviors and Values: Feedback**

B.FB.08.01 apply, independently, internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

### Personal/Social Behaviors and Values: Personal/Social Behaviors

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B.PS.08.01 exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.

B.PS.08.02 apply, independently, appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

### Personal/Social Behaviors and Values: Regular Participation

B.RP.08.01 choose to participate, independently, in activities that are personally challenging in dynamic settings.

B.RP.08.02 choose to exercise, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.

### Personal/Social Behaviors and Values: Social Benefits

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B.SB.08.01 recognize physical activity as a positive opportunity for social interaction in dynamic settings.

### Personal/Social Behaviors and Values: Individual Differences

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B.ID.08.01 demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.

B.ID.08.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.

B.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.

## Personal/Social Behaviors and Values: Feelings

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B.FE.08.01 exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.

Early Primary

Standard 1:

Apply skills and knowledge to perform in the arts.	Early Primary classes learn about proper singing posture and technique. They also learn basic performing skills on instruments
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Standard 2:

Apply skills and knowledge to create in the arts.	Early Primary classes work in small groups and individually to make up compositions.
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Standard 3:

Analyze, describe, and evaluate works of art.	Early Primary classes learn basic musical terminology and about simple parts of pieces and songs.
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Standard 4:

Understand, analyze, and describe the arts in their historical, social, and cultural contexts.	Early Primary classes learn about how different genres of music have been important to different cultures.
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Standard 5:

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.	Early Primary students learn about connections between music and dance. They also express what they hear drawing pictures.
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Ann Arbor Learning Community  
Music Curriculum

Primary

Standard 1:

Apply skills and knowledge to perform in the arts.	Primary classes sing songs in unison, in rounds, in small groups, and solos. They also sing while classmates play instruments. They practice reading notes, rhythms, and learn how to perform on instruments at a more advanced level than early primary.
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Standard 2:

Apply skills and knowledge to create in the arts.	Primary classes compose pieces with the entire class to model an idea then are given an opportunity to compose a piece on their own. They compose and create in small groups and individually both with instruments and with their voices.
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Standard 3:

Analyze, describe, and evaluate works of art.	Primary classes listen to music from a diverse set of musical genres. While listening we discuss musical vocabulary, different kinds of instruments, different musical forms, and discuss how to evaluate music for increased enjoyment.
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Standard 4:

Understand, analyze, and describe the arts in their historical, social, and cultural contexts.	Primary classes talk about the importance of certain kinds of music and how it relates to different cultures. We also talk about how and where the music came from.
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Ann Arbor Learning Community  
Music Curriculum

Standard 5:

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.	Primary classes talk about the music they listen to outside of school. We also talk about music for the holidays, music in the media, and other places they may experience music.
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Intermediate

**Standard 1:**

Apply skills and knowledge to perform in the arts.	Intermediate classes have an expanded music song selection from the primary classes. They become better singers and performers on instruments.
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**Standard 2:**

Apply skills and knowledge to create in the arts.	Intermediate classes work on large groups projects that have them make up melodies, harmonies, and lyrics to songs to perform for their peers.
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**Standard 3:**

Analyze, describe, and evaluate works of art.	Intermediate classes learn about different parts of music and use the terms and definitions to describe what they hear.
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**Standard 4:**

Understand, analyze, and describe the arts in their historical, social, and cultural contexts.	Intermediate classes learn how specific cultures have developed certain genres of music and how it has changed over time.
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**Standard 5:**

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.	Intermediates learn about how music and the other arts are related and how they have influenced culture.
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Middle School

Standard 1:

Apply skills and knowledge to perform in the arts.	Middle school students perform difficult pieces using note reading skills learned in previous grade levels. They also sing challenging pieces in a large group, in small groups, and sing solos.
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Standard 2:

Apply skills and knowledge to create in the arts.	Middle school students create songs and pieces of music using a variety of musical instruments and perform for the class.
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Standard 3:

Analyze, describe, and evaluate works of art.	Middle School students learn more descriptive words as well as more diverse instruments. We have discussions about ideas and concepts in class.
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Standard 4:

Understand, analyze, and describe the arts in their historical, social, and cultural contexts.	Middle school students read articles, discuss and write about how certain kinds of music and different cultures have developed over time.
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Standard 5:

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.	Middle school students discuss how music influences other art forms and create mixed examples in groups.
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## Kindergarten through 4th Grades

### Content Standard #1: Understanding and applying media, techniques, and processes

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*Achievement Standard:*

Students know the differences between materials, techniques, and processes
Students describe how different materials, techniques, and processes cause different responses
Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
Students use art materials and tools in a safe and responsible manner

### Content Standard #2: Using knowledge of structures and functions

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*Achievement Standard:*

Students know the differences among visual characteristics and purposes of art in order to convey ideas
Students describe how different expressive features and organizational principles cause different responses
Students use visual structures and functions of art to communicate ideas

### Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

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*Achievement Standard:*

Students explore and understand prospective content for works of art
Students select and use subject matter, symbols, and ideas to communicate meaning

#### Content Standard #4: Understanding the visual arts in relation to history and cultures

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*Achievement Standard:*

Students know that the visual arts have both a history and specific relationships to various cultures
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Students identify specific works of art as belonging to particular cultures, times, and places
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Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art
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#### Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the works of others

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*Achievement Standard:*

Students understand there are various purposes for creating works of visual art
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Students describe how people's experiences influence the development of specific artworks
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Students understand there are different responses to specific artworks
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#### Content Standard #6: Making connections between visual arts and other disciplines

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*Achievement Standard:*

Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
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Students identify connections between the visual arts and other disciplines in the curriculum
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## 5th through 8th Grades

### Content Standard #1: Understanding and applying media, techniques, and processes

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*Achievement Standard:*

Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

### Content Standard #2: Using knowledge of structures and functions

---

*Achievement Standard:*

Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

Students select and use the qualities of structures and functions of art to improve communication of their ideas

### Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

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*Achievement Standard:*

Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

#### Content Standard #4: Understanding the visual arts in relation to history and cultures

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*Achievement Standard:*

Students know and compare the characteristics of artworks in various eras and cultures

Students describe and place a variety of art objects in historical and cultural contexts

Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and work of arttechnology) influence visual characteristics that give meaning and value to a work of art

#### Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

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*Achievement Standard:*

Students compare multiple purposes for creating works of art

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

### Content Standard #6: Making connections between visual arts and other disciplines

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*Achievement Standard:*

Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

## Kindergarten

### Nutrition and Physical Activity

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#### *Core Concepts*

K.1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.

K.1.2 Describe how being physically active helps a person stay healthy.

K.1.3 Describe how drinking water helps a person stay healthy.

#### *Health Behaviors*

K.1.4 Generate examples of physical activities that are personally enjoyable.

K.1.5 Select a variety of foods that can be eaten for healthy snacks.

### **Alcohol, Tobacco, and Other Drugs**

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#### *Core Concepts*

K.2.1 Identify household products that are harmful if touched, ingested, or inhaled.

K.2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.

#### *Access Information*

K.2.3 Identify trustworthy sources of accurate information about potentially poisonous household products.

#### *Health Behaviors*

K.2.4 Explain rules for handling household products and avoiding poisons.

K.2.5 Describe how to safely use medicines.

## Safety

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### *Core Concepts*

K.3.1 Describe pedestrian hazards and safe pedestrian behaviors.
K.3.2 Identify dangerous objects and weapons.
K.3.3 Describe the characteristics of appropriate touch and inappropriate touch.
K.3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

### *Access Information*

K.3.5 Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.
K.3.6 Demonstrate how to ask trusted adults for help.

### *Health Behaviors*

K.3.7 Demonstrate safe pedestrian behaviors.
K.3.8 Describe dangerous and destructive situations that need to be reported to an adult.
K.3.9 Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.
K.3.10 Generate examples of safe places one might go if feeling personally threatened.
K.3.11 Apply strategies to avoid personally unsafe situations.
K.3.12 Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.

## Social and Emotional Health

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### *Core Concepts*

K.4.1 Identify and describe different kinds of feelings.
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### *Access Information*

K.4.2 Identify and locate people who can help at home and school.
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*Health Behaviors*

K.4.3 Describe and demonstrate ways to be responsible at home and school.

K.4.4 Demonstrate the ability to recognize and express a variety of feelings appropriately.

K.4.5 Identify and demonstrate strategies to manage strong feelings.

*Social Skills*

K.4.6 Identify and practice strategies to make friends.

K.4.7 Demonstrate giving and accepting a compliment or statement of appreciation.

K.4.8 Describe situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”

K.4.9 Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.

**Personal Health and Wellness**

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*Core Concepts*

K.5.1 Explain the importance of taking care of teeth and having one’s own toothbrush to prevent disease.

K.5.2 Explain the importance of dental health cleanings and exams.

K.5.3 Explain the importance of proper hand washing to prevent disease.

*Health Behaviors*

K.5.4 Demonstrate proper tooth brushing techniques.

K.5.5 Demonstrate proper hand washing to prevent the spread of germs.

*Advocacy*

K.5.6 Encourage peers to make positive choices for personal health and wellness.

## First Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

- |   |
|---|
| 1.1.1 Describe the benefits of eating healthy snacks.                             |
| 1.1.2 Describe the benefits of being physically active.                           |
| 1.1.3 Describe the health benefits of drinking water, compared to other beverages |
| 1.1.4 Classify foods according to the food groups.                                |
| 1.1.5 Describe how physical activity, rest, and sleep help a person stay healthy. |

#### *Health Behaviors*

- |   |
|---|
| 1.1.6 Explain the importance of eating a variety of foods from all of the food groups.    |
| 1.1.7 Suggest a food from each of the food groups that could be eaten as a healthy snack. |

### Alcohol, Tobacco, and Other Drugs

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#### *Core Concepts*

- |  |
|--|
| 1.2.1 Identify household products that are harmful if touched, ingested, or inhaled.                   |
| 1.2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.        |
| 1.2.3 Explain the differences between over-the-counter and prescription medicines and illicit drugs.   |
| 1.2.4 State that all forms of tobacco products contain harmful chemicals, including the drug nicotine. |

#### *Access Information*

- |  |
|--|
| 1.2.5 Identify trustworthy adults who are sources of accurate information about potentially poisonous household products.    |
| 1.2.6 Apply knowledge of product label warnings to gain accurate information about potentially poisonous household products. |

### *Health Behaviors*

1.2.7 Explain rules for handling household products and avoiding poisons.

1.2.8 Describe how to safely use medicines.

1.2.9 Apply strategies to hypothetical situations to avoid exposure to secondhand smoke.

## Safety

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### *Core Concepts*

1.3.1 Describe fire and burn hazards.

1.3.2 Describe wheeled recreation hazards.

### *Access Information*

1.3.3 Demonstrate the procedure for using 911 to get help in emergencies.

### *Health Behaviors*

1.3.4 Apply strategies to prevent fires and burns to hypothetical situations.

1.3.5 Demonstrate actions to take in a fire emergency.

1.3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.

1.3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.

1.3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.

## Social and Emotional Health

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### *Core Concepts*

1.4.1 Describe ways family members and friends help each other.

1.4.2 Explain the role of listening and paying attention in building and maintaining friendships.

### *Access Information*

1.4.3 Apply skills to find out how others are feeling.

1.4.4 Apply skills to predict the potential feelings of others.

*Health Behaviors*

1.4.5 Describe characteristics of people who can help make decisions and solve problems.

1.4.6 Explain the decision making and problem solving steps.

1.4.7 Apply the steps to making a decision or solving a problem.

*Social Skills*

1.4.8 Apply effective listening and attending skills.

1.4.9 Demonstrate giving and accepting a compliment or statement of appreciation.

1.4.10 Apply “please,” “thank you,” “excuse me,” and “I am sorry” to appropriate situations.

## Personal Health and Wellness

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*Core Concepts*

1.5.1 Explain the importance of taking care of teeth.

*Health Behaviors*

1.5.2 Demonstrate proper tooth brushing techniques.

1.5.3 Demonstrate skills to reduce the spread of germs.

## Second Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

2.1.1 Explain the importance of eating a variety of foods from all of the food groups.

2.1.2 Classify foods into the food groups.

2.1.3 Describe the characteristics of combination foods.

2.1.4 Describe the characteristics of foods and beverages that should be limited.

#### *Health Behaviors*

2.1.5 Provide examples of combination foods.

2.1.6 Provide examples of foods and beverages that should be limited.

2.1.7 Generate examples of a variety of physical activities that can be enjoyed when in or near the water.

### Alcohol, Tobacco, and Other Drugs

---

#### *Core Concepts*

2.2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.

2.2.2 Describe the impact of using tobacco, including that it is addictive.

2.2.3 Describe the impact of consuming food or beverages that contain caffeine.

2.2.4 Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.

#### *Health Behaviors*

2.2.5 Suggest alternative foods and beverages that are caffeine free.

2.2.6 Demonstrate strategies to avoid exposure to secondhand smoke.

## Safety

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### *Core Concepts*

2.3.1 Describe safety precautions when in or near water.

2.3.2 Identify appropriate and inappropriate touch.

2.3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

### *Access Information*

2.3.4 Demonstrate how to ask a trusted adult for help.

### *Health Behaviors*

2.3.5 Apply wheeled recreation rules.

2.3.6 Demonstrate the use of wheeled recreation safety gear.

2.3.7 Apply strategies to avoid personally unsafe situations.

2.3.8 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

## Social and Emotional Health

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### *Core Concepts*

2.4.1 Describe the characteristics of touch which is caring and important to positive relationships.

2.4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.

2.4.3 Describe situations that may elicit mixed emotions.

### *Access Information*

2.4.4 Identify people who can help make decisions and solve problems.

### *Decision Making*

2.4.5 Explain the decision making and problem solving steps.

2.4.6 Demonstrate the ability to make a decision or solve a problem using the steps.

### *Social Skills*

2.4.7 Demonstrate ways to show respect for feelings, rights, and property of others.

<u>2.4.8</u> Demonstrate effective listening and attending skills
<u>2.4.9</u> Recognize and express appropriately a variety of personal feelings.
<u>2.4.10</u> Demonstrate the ability to manage strong feelings, including anger.

## Personal Health and Wellness

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### *Health Behaviors*

<u>2.5.1</u> Demonstrate skills throughout the day to reduce the spread of germs.
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## Third Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

3.1.1 Explain the benefits of healthy eating and being physically active.

3.1.2 Describe the importance of choosing a variety of ways to be physically active.

#### *Influences*

3.1.3 Explain strategies used to advertise food and beverage products.

3.1.4 Analyze how food advertising impacts eating behaviors related to eating when not hungry.

#### *Goal Setting*

3.1.5 Describe the elements of a physical activity plan.

3.1.6 Develop a personal plan to be physically active.

### Alcohol, Tobacco, and Other Drugs

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#### *Core Concepts*

3.2.1 Describe the short- and long-term effects of alcohol use, including addiction.

3.2.2 Describe the short- and long-term effects of using tobacco, including addiction.

#### *Health Behaviors*

3.2.3 Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.

3.2.4 Describe actions to take in a poison emergency.

3.2.5 Explain rules for safe use of medicines and household products, including those that can be inhaled.

#### *Influences*

3.2.6 Explain how family and peers can influence choices about using alcohol and other drugs.

3.2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.

*Social Skills*

3.2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

3.2.9 Demonstrate verbal and non-verbal ways to refuse tobacco use.

## Safety

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*Core Concepts*

3.3.1 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.

3.3.2 Explain how booster seats and safety belts help passengers to stay safe.

3.3.3 Describe characteristics of safe and unsafe places.

*Access Information*

3.3.4 Describe how to access help when feeling threatened.

*Health Behaviors*

3.3.5 Describe safe and unsafe behaviors of occupants in vehicles.

3.3.6 Demonstrate the proper wearing of a safety belt.

3.3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.

3.3.8 Analyze environments to determine whether they are safe places.

*Influences*

3.3.9 Analyze how one can influence safety belt and booster seat use of others.

## Social and Emotional Health

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*Core Concepts*

3.4.1 Explain the benefits of positive friendships.

3.4.2 Describe the characteristics of positive role models.

3.4.3 Recognize that each person has unique talents and skills.

*Health Behaviors*

3.4.4 Describe ways people help each other.

3.4.5 Describe a unique talent or skill of oneself and one other person.

3.4.6 Explain ways to show acceptance of differences.

*Influences*

3.4.7 Analyze how friends influence others' behavior and well-being.

*Social Skills*

3.4.8 Demonstrate ways to express appreciation.

3.4.9 Demonstrate strategies for keeping positive friends.

3.4.10 Demonstrate how to confront annoying behavior.

*Advocacy*

3.4.11 Demonstrate the ability to support and respect people with differences.

## Personal Health and Wellness

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*Core Concepts*

3.5.1 Explain the physical, emotional, and social importance of keeping the body clean.

*Health Behaviors*

3.5.2 Describe strategies to keep the body clean.

*Goal Setting*

3.5.3 Develop a plan to keep the body clean.

## Fourth Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

4.1.1 Describe the food groups, including recommended portions to eat from each group.

4.1.2 Analyze the relationship of physical activity, rest, and sleep.

4.1.3 Explain why some food groups have a greater number of recommended portions than other food groups.

4.1.4 Associate recommended food portions to the sizes of common items.

4.1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

#### *Health Behaviors*

4.1.6 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.

4.1.7 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.

#### *Influences*

4.1.8 Analyze examples of food advertising.

#### *Goal Setting*

4.1.9 Develop a one-day plan for eating the recommended portions of food from each food group.

### **Alcohol, Tobacco, and Other Drugs**

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#### *Core Concepts*

4.2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.

4.2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.

4.2.3 Explain the positive outcomes of not using alcohol.

*Health Behaviors*

4.2.4 Demonstrate the ability to avoid exposure to secondhand smoke.

*Influences*

4.2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.

4.2.6 Explain how decisions about alcohol use will impact relationships with friends and family.

4.2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

*Social Skills*

4.2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

**Safety**

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*Core Concepts*

4.3.1 Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.

4.3.2 Explain the importance of respecting personal space and boundaries.

4.3.3 Describe the characteristics of appropriate and inappropriate touch.

4.3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

*Access Information*

4.3.5 Demonstrate how to ask a trusted adult for help.

4.3.6 Demonstrate how to access emergency services, such as calling "911," including what to say when accessing such services.

*Health Behaviors*

4.3.7 Apply strategies to prevent fires and burns.

4.3.8 Develop and practice a home fire escape plan.

4.3.9 Apply strategies to stay safe and prevent injury when home alone.

4.3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.

4.3.11 Apply strategies to stay safe when using the Internet.

4.3.12 Apply strategies to avoid personally unsafe situations.

4.3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

#### *Influences*

4.3.14 Analyze how one influences the safety of others when adult supervision is not present.

## Social and Emotional Health

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### *Core Concepts*

4.4.1 Describe the effect of teasing and bullying on others.

### *Access Information*

4.4.2 Describe the characteristics of people who can help make decisions and solve problems.

### *Health Behaviors*

4.4.3 Apply the use of positive self-talk to manage feelings.

4.4.4 Describe strategies to manage strong feelings, including anger.

### *Decision Making*

4.4.5 Explain the decision making and problem solving steps.

4.4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

### *Social Skills*

4.4.7 Describe characteristics and steps of conflict resolution.

4.4.8 Apply the steps of conflict resolution.

4.4.9 Demonstrate non-violent conflict resolution strategies.

4.4.10 Explain what to do if you or someone else is being teased or bullied.

- |  |
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| 4.4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim. |
| 4.4.12 Demonstrate the ability to confront bullying and teasing.                   |

## Personal Health and Wellness

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### *Health Behaviors*

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| 4.5.1 Demonstrate skills throughout the day to reduce the spread of germs. |
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## HIV Prevention

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### *Core Concepts*

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|---|
| 4.6.1 Define HIV and AIDS.  |
| 4.6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS. |
| 4.6.3 Explain how HIV is and is not transmitted.  |

### *Health Behaviors*

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|---|
| 4.6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles. |
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## Growth and Development

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### *Core Concepts*

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|--|
| 4.7.1 Explain that puberty and development can vary considerably and still be normal.  |
| 4.7.2 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, deodorant, use of sanitary products, and athletic supporters). |
| 4.7.3 Describe social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).                     |
| 4.7.4 Describe emotional changes during puberty (e.g., mood shifts).   |

4.7.5 Describe physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

*Access Information*

4.7.6 Identify potential resources (e.g., parents, teacher, and other trusted adults) that can provide accurate information about puberty.

*Health Behaviors*

4.7.7 Develop plans to maintain personal hygiene during puberty.

## Fifth Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

5.1.1 Describe the essential nutrients the body needs to stay healthy.

5.1.2 Describe guidelines to follow for healthy eating.

5.1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.

5.1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

#### *Access Information*

5.1.5 Interpret information provided on food labels.

#### *Health Behaviors*

5.1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

5.1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

### Alcohol, Tobacco, and Other Drugs

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#### *Core Concepts*

5.2.1 Describe poison safety rules for household products.

5.2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.

5.2.3 Describe health benefits of abstaining from or stopping tobacco use.

5.2.4 Recognize that it is hard to stop using tobacco.

5.2.5 Compute the economic cost of tobacco use.

5.2.6 Explain school policies and community laws related to the sale and use of tobacco products.

5.2.7 Describe how use of alcohol and other drugs impairs safe driving.

*Health Behaviors*

5.2.8 Apply effective strategies to avoid exposure to inhalants.

5.2.9 Apply strategies to avoid riding with an impaired driver.

*Influences*

5.2.10 Analyze the accuracy of information conveyed in the media about tobacco use.

5.2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.

5.2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.

*Decision Making*

5.2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.

*Social Skills*

5.2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.

## Safety

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*Core Concepts*

5.3.1 Explain the importance of respecting personal space and boundaries.

5.3.2 Describe the characteristics of appropriate and inappropriate touch.

5.3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

5.3.4 Describe hazards related to sun, water, and ice.

*Access Information*

5.3.5 Demonstrate how to ask a trusted adult for help.

*Health Behaviors*

5.3.6 Analyze situations to predict safety hazards when home alone and in public places.

5.3.7 Apply strategies to avoid personally unsafe situations.

5.3.8 Apply strategies to be safe in the sun and when around water and ice.

*Goal Setting*

5.3.9 Develop plans to stay safe when home alone and in public places.

*Social Skills*

5.3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

## Social and Emotional Health

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*Core Concepts*

5.4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

*Access Information*

5.4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

*Health Behaviors*

5.4.3 Demonstrate strategies to manage strong feelings.

5.4.4 Predict situations that might lead to trouble, including violence.

5.4.5 Demonstrate strategies to avoid situations that might lead to trouble.

5.4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.

*Goal Setting*

5.4.7 Set a personal goal and plan the steps necessary to achieve the goal.

*Decision Making*

5.4.8 Describe the characteristics of people who can help make decisions and solve problems.

5.4.9 Explain the decision making and problem solving steps.

5.4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

### *Social Skills*

5.4.11 Demonstrate effective listening strategies.

5.4.12 Demonstrate how to communicate assertively.

5.4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

### *Advocacy*

5.4.14 Advocate for a caring school environment.

## Personal Health and Wellness

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### *Health Behaviors*

5.5.1 Demonstrate skills throughout the day to reduce the spread of germs.

### *Influences*

5.5.2 Analyze media influences related to hygiene products.

### *Goal Setting*

5.5.3 Develop a plan to keep the body clean.

## HIV Prevention

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### *Core Concepts*

5.6.1 Define HIV and AIDS.

5.6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

5.6.3 Describe how HIV is and is not transmitted.

### *Health Behaviors*

5.6.4 Describe ways people can protect themselves from infection with serious blood borne communicable diseases, including not touching blood, not touching used needles, and not having sex.

## Growth and Development

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### *Core Concepts*

5.7.1 Explain that males and females develop at different rates, and there are wide variations within each sex.

5.7.2 Explain social changes during puberty (e.g., changes in friendships, crushes/attractions, and changing expectations of parents/adults).

5.7.3 Explain emotional changes during puberty (e.g., mood shifts).

5.7.4 Explain physical changes that occur during puberty (e.g., body hair, body odor, voice, body shape, strength, hormones, and menstruation).

5.7.5 Define and identify basic male and female reproductive anatomy using scientific names.

5.7.6 Define the functions of sperm and egg cells in human reproduction.

5.7.7 Describe how sperm cells are produced.

5.7.8 Describe the menstrual cycle and its potential for human reproduction.

5.7.9 Describe the functions of basic male and female reproductive anatomy.

*Access Information*

5.7.10 Describe criteria to determine whether resources provide accurate information about puberty; and apply these criteria to identify valid resources.

*Influences*

5.7.11 Explain how culture, media, and others influence what one thinks about oneself and relationships.

## Sixth Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

6.1.1 Analyze the benefits of healthy eating and being physically active.

6.1.2 Identify the causes of foodborne illness.

6.1.3 Explain how weight management is influenced by healthy eating and being physically active.

#### *Health Behaviors*

6.1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.

6.1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.

6.1.6 Describe environmental influences that encourage or discourage physical activity.

6.1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.

6.1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.

### Alcohol, Tobacco, and Other Drugs

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#### *Core Concepts*

6.2.1 Explain the short- and long-term effects of alcohol and marijuana use.

6.2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.

6.2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.

6.2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.

6.2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

*Access Information*

6.2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.

*Health Behaviors*

6.2.7 Make a commitment to be alcohol, tobacco and drug free.

6.2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.

6.2.9 Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.

*Influences*

6.2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.

*Social Skills*

6.2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.

6.2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.

## Safety

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*Core Concepts*

6.3.1 Explain how safety belts help passengers to stay safe.

6.3.2 Describe safety hazards related to using the Internet.

6.3.3 Describe appropriate and inappropriate touch.

6.3.4 Explain the importance of respecting personal space and boundaries.

6.3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

*Access Information*

6.3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

*Health Behaviors*

6.3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.

6.3.8 Describe strategies to avoid unsafe situations.

6.3.9 Demonstrate strategies to escape when weapons/ dangerous objects are present.

6.3.10 Describe the procedure for reporting the presence of weapons at school.

6.3.11 Demonstrate the ability to escape safety hazards in public places.

6.3.12 Apply school rules and procedures to hypothetical school crisis situations.

6.3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.

6.3.14 Apply strategies to stay safe when using the Internet.

*Influence*

6.3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.

## Social and Emotional Health

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*Core Concepts*

6.4.1 Describe some common causes of stress, and the health effects of stress.

*Access Information*

6.4.2 Analyze the importance of getting help from an adult when it is needed.

6.4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help.

*Health Behaviors*

6.4.4 Demonstrate the ability to use practical strategies to manage strong feelings.

*Goal Setting*

6.4.5 Use practical strategies to develop a personal plan for stress management.

*Decision Making*

6.4.6 Describe the decision making and problem solving steps.

6.4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

*Social Skills*

6.4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.

6.4.9 Demonstrate the ability to use the steps of conflict resolution.

6.4.10 Demonstrate effective listening strategies.

6.4.11 Demonstrate the ability to use assertive communication skills appropriately.

## Personal Health and Wellness

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*Health Behaviors*

6.5.1 Demonstrate skills throughout the day to reduce the spread of germs.

## Sexuality Education

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*Core Concepts*

6.7.1 Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.

6.7.2 Identify changes in physical maturation during puberty as it relates to the physical capacity for human reproduction.

6.7.3 Describe the basic process of human reproduction, using scientific names for reproductive anatomy.

6.7.4 Define abstinence from sex.

6.7.5 Analyze reasons for young people to remain abstinent, concluding that abstinence is the only 100% effective method of protection from HIV, other serious communicable disease, and pregnancy.

#### *Access Information*

6.7.6 Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction.

#### *Health Behaviors*

6.7.7 Recognize situations or behaviors that may lead to engaging in sexually risky behaviors.

6.7.8 Set personal boundaries and limits related to physical intimacy and sexual behavior.

#### *Influences*

6.7.9 Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.

#### *Goal Setting*

6.7.10 Develop personal short- and long-term goals that support abstinence.

#### *Social Skills*

6.7.11 Demonstrate how to communicate one's level of readiness to be a boy friend or girl friend.

6.7.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior.

6.7.13 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

## Seventh and Eighth Grade

### Nutrition and Physical Activity

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#### *Core Concepts*

7/8.1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.

7/8.1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.

#### *Health Behaviors*

7/8.1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.

7/8.1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.

7/8.1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.

#### *Health Behaviors*

7/8.1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.

7/8.1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.

7/8.1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.

#### *Influences*

7/8.1.9 Analyze the influence of television, computer, and video games on physical activity.

### *Goal Setting*

7/8.1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.

7/8.1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

### *Advocacy*

7/8.1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.

## **Alcohol, Tobacco, and Other Drugs**

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### *Core Concepts*

7/8.2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.

### *Access Information*

7/8.2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.

### *Health Behaviors*

7/8.2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.

7/8.2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.

### *Influences*

7/8.2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.

### *Decision Making*

7/8.2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.

### *Social Skills*

7/8.2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.

## Safety

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### *Core Concepts*

7/8.3.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships.

7/8.3.2 Evaluate the impact of alcohol and other drug use related to safety when dating.

7/8.3.3 Describe the extent of the problem of dating abuse, assault, and rape.

7/8.3.4 Define the legal consequences of sexual harassment and violence.

### *Access Information*

7/8.3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.

### *Health Behaviors*

7/8.3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.

7/8.3.7 Describe strategies to stay safe when using the Internet.

7/8.3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.

7/8.3.9 Recognize warning signs of potential danger in relationships.

### *Influences*

7/8.3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors, and those that promote violence and disrespectful behaviors.

### *Decision Making*

7/8.3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

### *Social Skills*

7/8.3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

7/8.3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.

## Social and Emotional Health

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### *Core Concepts*

7/8.4.1 Distinguish between passive, aggressive, and assertive communication.

7/8.4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.

### *Access Information*

7/8.4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.

7/8.4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.

7/8.4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.

### *Health Behaviors*

7/8.4.6 Describe the signs and symptoms of stress.

7/8.4.7 Demonstrate the ability to use stress management techniques.

*Influences*

7/8.4.8 Explain internal and external factors that help to determine how one acts toward others.

7/8.4.9 Demonstrate using the problem solving steps to solve a problem.

*Social Skills*

7/8.4.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).

7/8.4.11 Demonstrate the ability to use assertive communication skills.

7/8.4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

## Personal Health and Wellness

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*Health Behaviors*

7/8.5.1 Describe the importance of rest and sleep for personal health.

7/8.5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.

*Access Information*

7/8.5.3 Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.

*Health Behaviors*

7/8.5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.

7/8.5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).

7/8.5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.

7/8.5.7 Demonstrate the proper steps to protect against harm from the sun.

*Influences*

7/8.5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.

*Goal Setting*

7/8.5.9 Create a plan to incorporate adequate rest and sleep in daily routines.

## HIV and STIs Prevention

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*Core Concepts*

6.1 Explain how HIV is and is not transmitted.

6.2 Distinguish between facts and myths regarding HIV infection and AIDS.

*Access Information*

6.3 Explain when it is important to get adult, medical, and/or counseling help.

6.4 Describe sources of accurate information and assistance in one's community.

*Health Behaviors*

6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).

6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

## Sexuality Education

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*Core Concepts*

7/8.7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent.

7/8.7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.

*Health Behaviors*

7/8.7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior.

7/8.7.4 Demonstrate skills to avoid and escape risky situations.

*Influences*

7/8.7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions.

7/8.7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.

*Goal Setting*

7/8.7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.

*Social Skills*

7/8.7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior.

7/8.7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.

*Advocacy*

7/8.7.10 Demonstrate the ability to be positive peer role models in the school and community.

## Kindergarten-Second Grade

### PK-2.CI. Creativity and Innovation

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*By the end of grade 2 each student will:*

PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

PK-2.CC.2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

### PK-2.CC. Communication and Collaboration

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*By the end of grade 2 each student will:*

PK-2.RI.1. interact with Internet based resources

PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

### PK-2.RI. Research and Information Literacy

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*By the end of grade 2 each student will:*

PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)

PK-2.CT.2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

## PK-2.CT. Critical Thinking, Problem Solving, and Decision Making —

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*By the end of grade 2 each student will:*

PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses

PK-2.DC.2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)

PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone)

PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

## PK-2.DC. Digital Citizenship

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*By the end of grade 2 each student will:*

PK-2.TC.1. discuss advantages and disadvantages of using technology

PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)

PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)

PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs)

PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology

PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

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PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

### Third-Fifth Grade

#### 3-5.CI. Creativity and Innovation

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*By the end of grade 5 each student will:*

3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)

3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations

3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity

#### 3-5.CC. Communication and Collaboration

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*By the end of grade 5 each student will:*

3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

3-5-2.CC.2. identify how different software applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents)

3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences

### 3-5.RI. Research and Information Literacy

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*By the end of grade 5 each student will:*

3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists

3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information

3-5.RI.3. understand and discuss that web sites and digital resources may contain inaccurate or biased information

3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

### 3-5.CT. Critical Thinking, Problem Solving, and Decision Making

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*By the end of grade 5 each student will:*

3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)

3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems

3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)

### 3-5.DC. Digital Citizenship

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*By the end of grade 5 each student will:*

3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism)

3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation)

3-5.DC.3. describe precautions surrounding personal safety that should be taken when online

3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)

### 3-5.TC. Technology Operations and Concepts

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*By the end of grade 5 each student will:*

3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors)

3-5.TC.2. describe ways technology has changed life at school and at home

3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals

3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media

3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)

## Sixth-Eighth Grade

### 6-8.CI. Creativity and Innovation

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*By the end of grade 8 each student will:*

6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity

6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience

6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software

### 6-8.CC. Communication and Collaboration

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*By the end of grade 8 each student will:*

6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, videoconferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences

6-8.CC.2. use collaborative digital tools to explore common curriculum content with learners from other cultures

6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel

### 6-8.RI. Research and Information Literacy

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*By the end of grade 8 each student will:*

6-8.RI.1. use a variety of digital resources to locate information

6-8.RI.2. evaluate information from online information resources for accuracy and bias

6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched

6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net)

6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, GPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem

## 6-8.CT. Critical Thinking, Problem Solving, and Decision Making

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*By the end of grade 8 each student will:*

6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem

6-8.CT.2. evaluate available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program)

6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources

6-8.CT.4. describe strategies for solving routine hardware and software problems

## 6-8.DC. Digital Citizenship

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*By the end of grade 8 each student will:*

6-8.DC.1. provide accurate citations when referencing information sources

6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing)

6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies
6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past
6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital tools and resources
6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others)
6-8.DC.7. describe the potential risks and dangers associated with online communications

## 6-8.TC. Technology Operations and Concepts

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*By the end of grade 8 each student will:*

6-8.TC.1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3)
6-8.TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials
6-8.TC.3. perform queries on existing databases
6-8.TC.4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts)
6-8.TC.5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose
6-8.TC.6. use accurate technology terminology
6-8.TC.7. use technology to identify and explore various occupations or careers, especially those related to science, technology, engineering, and mathematics
6-8.TC.8. discuss possible uses of technology to support personal pursuits and lifelong learning

6-8.TC.9. understand and discuss how assistive technologies can benefit all individuals

6-8.TC.10. discuss security issues related to e-commerce

**Kindergarten**

**K.CC Counting and Cardinality**

*Know number names and the count sequence.*

<p><u>K.CC.1</u> Count to 100 by ones and by tens.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13; U3 Sessions 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4; U4 Sessions 1.1, 1.2, 1.3, 1.5, 1.6C, 2.1, 2.2, 2.3, 2.4; U5 Sessions 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; U6 Sessions 1.1, 1.3A, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5A.1, 5A.2, 5A.3, 5A.4, 5A.5; U7 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7A, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5</p>	<p>IXL skills: Kindergarten - A.1; A.3; B.1; B.3; C.1; C.4; D.1; D.4; D.14; E.1; E.2; E.3; F.3</p>
<p><u>K.CC.2</u> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>U3 Session 2.10; U5 Session 1.3; U6 Sessions 1.3A, 1.4, 2.2, 2.6, 3.4, 4.1, 4.5, 5A.1, 5A.2, 5A.3, 5A.4, 5A.5; U7 Sessions 1.3, 1.7A, 2.1, 2.3, 2.5, 3.3, 3.5</p>	<p>IXL skills: Kindergarten - B.4; C.5; C.6; C.12; D.5; D.10</p>
<p><u>K.CC.3</u> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>Sessions 1.4, 2.1, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 4.4; U6 Sessions 1.2, 2.6, 3.1, 3.2, 3.3, 3.5, 3.7, 5A.2, 5A.3, 5A.4, 5A.5</p>	<p>IXL skills: Kindergarten - C.2; D.2</p>

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*Count to tell the number of objects*

<p><u>K.CC.4</u> Understand the relationship between numbers and quantities; connect counting to cardinality.</p>		
<p><u>K.CC.4.a</u> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U2 Sessions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13; U3 Sessions 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 1.6B, 1.6C, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9; U5 Sessions 1.1, 1.2, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; U6 Sessions 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5A.2, 5A.3, 5A.4, 5A.5; U7 Sessions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7A, 2.3, 3.1, 3.5</p>	<p>IXL Skills: Kindergarten - A.1; A.3; B.1; B.3; C.1; C.4; C.14; D.1; D.4; D.12</p>
<p><u>K.CC.4.b</u> Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13; U3 Sessions 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 1.6B, 1.6C, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9; U5 Sessions 1.1, 1.2, 1.5, 1.6, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; U6 Sessions 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5A.2, 5A.3, 5A.4, 5A.5; U7 Sessions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7A, 2.3, 3.1, 3.5</p>	<p>IXL Skills: Kindergarten - A.1; B.1; C.1; D.1</p>

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<p><u>K.CC.4.c</u> Understand that each successive number name refers to a quantity that is one larger.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13; U3 Sessions 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6C, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9; U5 Sessions 1.1, 1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5; U6 Sessions 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5A.2, 5A.3, 5A.4, 5A.5; U7 Sessions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7A, 2.3, 3.1, 3.5</p>	<p>IXL Skills: Kindergarten - B.4; C.7</p>
<p><u>K.CC.5</u> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.13; U3 Sessions 1.3, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4; U4 Sessions 1.2, 1.3, 1.4, 1.5, 1.6A, 1.6B, 1.6C, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.8; U5 Sessions 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5; U6 Sessions 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5; U7 Sessions 1.1, 1.2, 1.4, 1.6, 2.6</p>	<p>IXL Skills: Kindergarten - A.1; A.2; A.3; B.1; B.2; B.3; C.1; C.3; C.4; D.1; D.3; D.4</p>
<p><i>Compare Numbers</i></p>		
<p><u>K.CC.6</u> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>U2 Sessions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14; U3 Session 2.2; U4 Sessions 1.4, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U5 Sessions 2.3; U6 Sessions 3.2, 3.3, 3.4; U7 Sessions 2.6</p>	<p>IXL Skills: Kindergarten - G.1; G.2; G.3; G.4</p>
<p><u>K.CC.7</u> Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>U2 Sessions 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14; U4 Sessions 3.4, 3.5, 3.6, 3.7; U6 Sessions 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p>	<p>IXL Skills: Kindergarten - G.5</p>

## K.OA Operations and Algebraic Thinking

*Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*

<p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p>U4 Sessions 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.4, 4.5; U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5A.2</p>	<p>IXL Skills: Kindergarten - I.1; I.2; I.3; I.6; I.7; I.8; J.1; J.2; J.3; J.5; J.6; J.7</p>
<p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p>U4 Sessions 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.5, 3.7, 4.2, 4.5; U6 Sessions 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.4, 4.5</p>	<p>IXL Skills: Kindergarten - I.1; I.5; I.6; I.10; J.1; J.3; J.4; J.5; J.7; J.8</p>
<p><b>K.OA.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p>U4 Sessions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9; U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5A.2, 5A.4, 5A.5</p>	<p>IXL Skills: Kindergarten - I.3; I.4; I.8; I.9</p>
<p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<p>U4 Sessions 4.3, 4.4, 4.5, 4.6, 4.7, 4.9; U6 Sessions 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6, 5A.2, 5A.4, 5A.5</p>	<p>No correlated skills in IXL.</p>
<p><b>K.OA.5</b> Fluently add and subtract within 5.</p>	<p>U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5A.1, 5A.5</p>	<p>IXL Skills: Kindergarten - I.1; I.2; 1.3; J.1; J.2; J.3</p>

## K.NBT Number and Operations in Base Ten

*Work with numbers 11-19 to gain foundations for place value.*

<p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>U6 Sessions 5A.3, 5A.4, 5A.5</p>	<p>IXL Skills: Kindergarten - D.14; D.15</p>
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## K.MD Measurement and Data

*Describe and compare measurable attributes.*

<b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	U2 Sessions 2.1, 2.2, 2.3; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 1.6B, 1.6C; U6 Sessions 2.3, 2.4, 2.5, 2.6	IXL Skills: Kindergarten - Q.1; Q.2; Q.3; Q.4; Q.5
<b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	U2 Sessions 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14; U4 Sessions 1.4, 1.6A, 1.6B, 1.6C	IXL Skills: Kindergarten - Q.1; Q.2; Q.3; Q.4; Q.5

*Classify objects and count the number of objects in each category.*

<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	U1 Sessions 3.1, 3.3, 3.4, 3.5, 3.6, 3.7; U2 Sessions 1.3, 1.6, 1.9, 2.1, 2.2, 2.3, 2.5, 2.8, 2.11, 2.14; U3 Sessions 1.2, 1.5, 2.3, 2.6, 3.1, 3.5; U4 Sessions 1.3, 1.6B, 2.2, 3.1, 3.5, 4.2, 4.4, 4.6; U5 Sessions 1.2, 1.6, 2.4, 3.2, 3.6; U6 Sessions 1.2, 1.6, 2.3, 3.1, 3.5, 4.2, 4.6; U7 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5	IXL Skills: Kindergarten - G.3; G.4; N.1; N.2; N.3; N.4; N.5; N.6; N.7; O.1; O.2
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## K.G Geometry

*Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).*

<b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	U1 Sessions 1.1, 1.6, 2.2, 2.3, 2.4, 3.4; U2 Session 1.2; U3 Session 1.2; U4 Session 4.1; U5 Sessions 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 3.1, 3.3	IXL Skills: Kindergarten - K.1; K.2; K.3; K.4; K.5; S.1; S.2; S.4
<b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.	U1 Sessions 2.4, 3.4; U3 Session 1.2; U5 Sessions 1.2, 1.3, 1.4, 1.5	IXL Skills: Kindergarten - S.1; S.2; S.4
<b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8	IXL Skills: Kindergarten - S.5

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*Analyze, compare, create, and compose shapes.*

<p><u>K.G.4</u> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p>	<p>IXL Skills: Kindergarten - S.1; S.2; S.3; S.4; S.5; S.6; S.7; S.9; S.10</p>
<p><u>K.G.5</u> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>U5 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.5, 3.4, 3.7</p>	<p>No correlated skills in IXL</p>
<p><u>K.G.6</u> Compose simple shapes to form larger shapes.</p>	<p>U5 Sessions 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 3.7</p>	<p>No correlated skills in IXL</p>

**1st Grade**

**1.OA Operations and Algebraic Thinking**

*Represent and solve problems involving addition and subtraction.*

<p><b>1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>U1 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7; U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8; U5 Sessions 1.4, 1.5A, 2.4, 2.5; U6 Sessions 1.2, 1.3, 1.4, 1.8A, 1.8B, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; U7 Sessions 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7; U8 Sessions 1.3A, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4; U9 Sessions 1.3, 2.1</p>	<p>IXL Skills: First Grade - B.1; B.2; B.3; B.4; B.11;</p>
<p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>U1 Sessions 3.7, 4.2; U3 Session 1.5; U6 Sessions 1.1, 1.8A, 1.8B, 3.3, 3.4, 3.5, 3.6, 3.7; U7 Sessions 1.4, 2.1, 2.4; U8 Sessions 1.3A, 2.3, 3.4; U9 Sessions 1.3, 2.1</p>	<p>IXL Skills: First Grade - B.13; B.14</p>

*Understand and apply properties of operations and the relationship between addition and subtraction.*

<p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract.</p>	<p>U1 Sessions 3.7, 4.2, 4.6; U3 Sessions 1.5, 1.7, 2.3, 3.2, 3.3, 3.4; U6 Sessions 1.3, 1.4, 1.6, 1.7, 2.1, 2.6A, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8; U8 Sessions 3.3, 3.4, 3.5</p>	<p>IXL Skills: First Grade - B.13; B.14; B.15; D.14; F.3</p>
<p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem.</p>	<p>U1 Session 4.4; U3 Sessions 1.2, 1.3, 1.4, 1.9, 2.3, 3.3, 3.4, 3.5, 4.8; U6 Sessions 1.3, 1.4, 1.5, 1.7, 1.8A, 1.8B, 3.6, 3.7, 3.8</p>	<p>IXL Skills: First Grade - B.12; F.3</p>

*Add and subtract within 20.*

<p><b>1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	<p>U1 Sessions 2.2, 2.5A, 2.5, 2.6, 3.3, 3.4, 3.5, 3.6, 3.7; U3 Sessions 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5; U6 Sessions 1.6, 1.8A, 1.8B, 3.2, 3.3, 3.6, 3.7, 3.8; U7 Sessions 2.1, 2.6, 2.7; U8 Sessions 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6</p>	<p>IXL Skills: First Grade - A.10; A.15; A.16</p>
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<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p>U1 Sessions 2.5A, 2.5, 2.6, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.6, 4.7; U3 Sessions 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 4.8; U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8A, 1.8B, 2.3, 2.4, 2.5, 2.6A, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; U7 Sessions 1.4, 2.1, 2.4, 2.6, 2.7; U8 Sessions 1.1, 1.3A, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5, 3.6; U9 Sessions 1.3, 2.1</p>	<p>IXL Skills: First Grade - B.1; B.2; B.3; B.4; B.5; B.6; B.7; B.8; B.9; B.10; B.16; C.1; C.2; C.3; C.4; C.5; C.6; C.7; C.8; C.9; C.10; D.5; D.6; D.7; D.8; D.9; D.10; D.11; D.17; E.1; E.2; E.3; E.4; D.5; D.6; E.7; E.8; E.9; E.10; F.1; F.4; F.5</p>
<p><i>Work with addition and subtraction equations.</i></p>		
<p><b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p>	<p>U1 Sessions 3.3, 3.4, 3.5, 3.7, 4.2, 4.3, 4.4, 4.5, 4.6; U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10A, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5; U6 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6A, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; U7 Session 1.2; U8 Session 3.1</p>	<p>IXL Skills: First Grade - F.2</p>
<p><b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p>	<p>U1 Session 4.4; U3 Sessions 1.2, 1.10A, 3.5; U6 Sessions 1.6, 1.8A, 1.8B, 2.6A, 3.7; U7 Sessions 1.4, 2.1, 2.2, 2.4; U8 Sessions 1.3A, 2.3, 3.1, 3.4, 3.5; U9 Sessions 1.3, 2.1</p>	<p>IXL Skills: First Grade - B.12; D.13</p>

## 1.NBT Number and Operations in Base Ten

*Extend the counting sequence.*

<p><b>1.NBT.1</b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>U1 Sessions 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 4.1, 4.5; U2 Sessions 1.1, 1.2, 1.5, 1.6, 1.7; U3 Sessions 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8; U4 Sessions 1.1, 1.2, 2.1, 2.2, 2.3, 2.5; U5 Sessions 2.1, 2.2, 2.5; U6 Sessions 1.1, 1.2, 1.3, 1.5, 2.1, 2.4, 3.2, 3.4, 3.5, 3.7; U7 Sessions 1.1, 1.2, 1.3, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6; U8 Sessions 1.1, 1.2, 1.3A, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 3.5, 4A.1, 4A.2, 4A.3, 4A.4, 4A.5</p>	<p>IXL Skills: First Grade - A.1; A.2; A.4; A.5; A.18</p>
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*Understand place value.*

<u>1.NBT.2</u> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		
<u>1.NBT.2.a</u> 10 can be thought of as a bundle of ten ones - called a "ten."	U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; U8 Sessions 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4A.1, 4A.2, 4A.3, 4A.4, 4A.5	IXL Skills: First Grade - A.3; A.7; A.12
<u>1.NBT.2.b</u> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	U8 Sessions 3.3, 3.4, 3.5	IXL Skills: First Grade - A.2; A.3
<u>1.NBT.2.c</u> The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	U8 Sessions 3.2, 3.4, 3.5, 4A.1, 4A.2, 4A.3, 4A.4, 4A.5	IXL Skills: First Grade - A.6
<u>1.NBT.3</u> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	U1 Sessions 2.4, 2.5, 2.6, 2.7, 3.1; U3 Session 4.7; U4 Session 1.3; U5 Session 2.4; U6 Sessions 1.2, 3.8; U7 Session 1.3; U8 Sessions 4A.1, 4A.5; U9 Sessions 1.2, 2.8	IXL Skills: First Grade - G.3; Q.2

*Use place value understanding and properties of operations to add and subtract.*

<u>1.NBT.4</u> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	U8 Sessions 4A.1, 4A.2, 4A.3, 4A.5	IXL Skills: First Grade - B.17; B.18; B.19; B.20; B.21; B.22; F.8
<u>1.NBT.5</u> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	U8 Sessions 4A.2, 4A.5	IXL Skills: First Grade - G.3; Q.2

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<p><u>1.NBT.6</u> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>U8 Sessions 4A.4, 4A.5</p>	<p>IXL Skills: First Grade - D.15; F.8</p>
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### 1.MD Measurement and Data

*Measure lengths indirectly and by iterating length units.*

<p><u>1.MD.1</u> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>	<p>U5 Sessions 1.4, 1.5A, 2.1, 2.3, 2.4, 2.5</p>	<p>IXL Skills: First Grade - M.2; M.4; M.8</p>
<p><u>1.MD.2</u> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to context where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5A, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5</p>	<p>No correlated skills in IXL.</p>

*Tell and write time.*

<p><u>1.MD.3</u> Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>U4 Session 2.5; U5 Sessions 1.1, 1.5A, 1.6, 3A.1; U6 Sessions 1.8A, 1.8B, 2.6A; U7 Session 1.8; U8 Session 3.1; U9 Session 2.3A</p>	<p>IXL Skills: First Grade - R.2; R.3; R.5; R.7;R.9</p>
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*Represent and interpret data.*

<p><u>1.MD.4</u> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>U1 Sessions 1.3, 4.7; U3 Session 4.7; U4 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.4A, 3.4; U5 Sessions 1.4, 2.4; U6 Sessions 1.2, 1.4, 1.7, 2.3, 3.1, 3.8; U7 Sessions 1.3, 1.7, 2.3, 2.7; U8 Session 4A.5; U9 Sessions 1.2, 2.8</p>	<p>IXL Skills: First Grade - G.1; L.1; L.2; L.3; L.4; Q.1</p>
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## 1.G Geometry

*Reason with shapes and their attributes.*

<p><u>1.G.1</u> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>	<p>U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.4; U4 Session 1.1; U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3A, 2.8</p>	<p>IXL Skills: First Grade - J.1; J.5; J.6; J.7; J.8; J.9; J.12</p>
<p><u>1.G.2</u> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>	<p>U2 Sessions 1.4, 1.5, 1.6, 1.7, 3.4; U5 Sessions 3A.1, 3A.2, 3A.3, 3A.4; U9 Sessions 1.2, 2.2, 2.3A, 2.8</p>	<p>No correlated skills in IXL.</p>
<p><u>1.G.3</u> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>U5 Sessions 3A.1, 3A.2, 3A.3, 3A.4</p>	<p>IXL Skills: First Grade - I.1; I.2; I.3; I.6; I.7</p>

**2nd Grade**

**2.OA Operations and Algebraic Thinking**

*Represent and solve problems involving addition and subtraction.*

<p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>U1 Sessions 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9; U2 Sessions 1.1, 1.2, 2.1, 2.4, 2.7; U3 Sessions 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 2.7, 4.4; U5 Session 1.5; U8 Sessions 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4</p>	<p>IXL Skills: Second Grade - B.1; E.3; E.5; E.6; E.9; E.10; E.11; E.12; E.13; E.14; F.3; F.5; F.6; F.9; F.10; F.11; F.12; G.6; G.9; G.10; G.11; G.12; G.14; H.6; H.9; H.10; H.11; H.12; L.3; L.4; L.5; L.8; L.10; L.12; S.3; S.8</p>
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*Add and subtract within 20.*

<p><b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>U1 Sessions 1.1, 1.4, 1.5, 2.2, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7; U2 Sessions 1.1A, 1.1, 1.2, 1.4, 2.1, 2.4, 2.5, 2.6, 2.7, 2.10A; U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 2.5A, 4.3, 4.4; U4 Sessions 1.1, 1.4A, 2.1, 2.2; U5 Sessions 1.1; U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.5; U8 Sessions 1.4, 2.1, 2.2; U9 Session 1.1A</p>	<p>IXL Skills: Second Grade - E.1; E.2; E.4; E.7; E.8; E.12; F.2; F.4; F.7; F.8; F.12; L.1; L.2; L.4</p>
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*Work with equal groups of objects to gain foundations for multiplication.*

<p><b>2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>U3 Sessions 3.1, 3.2, 3.3; U5 Sessions 2.2; U6 Session 3.1; U8 Sessions 1.1, 1.2, 1.3, 1.4</p>	<p>IXL Skills: Second Grade - A.6; A.7</p>
<p><b>2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>U1 Sessions 3.2, 3.3, 3.4, 4.5, 4.7, 4.8, 4.9; U2 Sessions 1.2, 1.3, 2.4, 2.5, 2.6, 2.10A; U3 Sessions 1.2, 1.6, 2.2, 2.4, 3.3, 4.1; U5 Sessions 1.1, 1.2, 1.3, 1.4</p>	<p>IXL Skills: Second Grade - W.1</p>

## 2.NBT Number and Operations in Base Ten

### *Understand place value.*

<u>2.NBT.1</u> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	U6 Session 5A.3	IXL Skills: Second Grade - M.1; M.2; M.4; M.9
<u>2.NBT.1.a</u> 100 can be thought of as a bundle of ten tens - called a "hundred."	U6 Session 2.4; U8 Sessions 5A.3, 5A.4	IXL Skills: Second Grade - A.5; M.12
<u>2.NBT.1.b</u> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	U6 Sessions 5A.2, 5A.3, 5A.4, 5A.5	IXL Skills: Second Grade - M.5; M.10
<u>2.NBT.2</u> Count within 1000; skip-count by 5s, 10s, and 100s.	U1 Sessions 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8; U2 Sessions 1.3, 2.8; U3 Sessions 1.4, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.5; U4 Sessions 1.2, 2.1, 2.4; U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5; U6 Sessions 1.3, 3.5, 4.1, 4.2, 4.3, 5A.1, 5A.4; U7 Sessions 1.1, 2.1; U8 Session 5A.1	IXL Skills: Second Grade - A.1; A.2; A.3; A.12
<u>2.NBT.3</u> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	U1 Session 2.3; U5 Sessions 1.2, 1.5; U6 Sessions 5A.2, 5A.3, 5A.4, 5A.5	IXL Skills: Second Grade - C.3; C.4; M.13
<u>2.NBT.4</u> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	U6 Sessions 5A.1, 5A.2, 5A.3, 5A.4	IXL Skills: Second Grade - B.3; B.4; B.5; B.6; B.7

### *Use place value understanding and properties of operations to add and subtract.*

<u>2.NBT.5</u> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	U1 Sessions 3.5, 4.3, 4.4, 4.5; U3 Sessions 1.1, 2.1, 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 2.7, 4.3, 4.4, 4.5, 4.6; U4 Sessions 1.1, 1.2, 1.7, 2.3, 2.6, 2.7; U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3; U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.4; U7 Sessions 1.2, 1.4, 2.2, 2.4, 2.5; U8 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4; U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 3.1, 3.2, 3.3, 3.5	IXL Skills: Second Grade - G.2; G.3; G.4; G.5; G.7; G.8; G.12; H.2; H.3; H.4; H.5; H.7; H.8; H.12; L.6; L.7; L.9; L.11
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<u>2.NBT.6</u> Add up to four two-digit numbers using strategies based on place value and properties of operations.	U3 Session 2.1; U5 Session 1.4; U6 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5A.3; U8 Sessions 4.1, 4.2, 4.3, 4.4	IXL Skills: Second Grade - G.13
<u>2.NBT.7</u> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	U1 Sessions 4.1, 4.3, 4.4, 4.5; U8 Sessions 5A.1, 5A.2, 5A.3, 5A.4, 5A.5	IXL Skills: Second Grade - I.2; I.3; I.4; I.5; I.6; I.7; J.2; J.3; J.4; J.5; J.6; J.7; M.7; M.8
<u>2.NBT.8</u> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	U6 Sessions 5A.1, 5A.2, 5A.3, 5A.4, 5A.5	IXL Skills: Second Grade - G.1; H.1; I.1; J.1
<u>2.NBT.9</u> Explain why addition and subtraction strategies work, using place value and the properties of operations.	U1 Session 2.6; U3 Session 2.6; U6 Sessions 1.1, 1.2, 1.3, 1.4, 2.5, 2.6; U8 Sessions 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4	IXL Skills: Second Grade - K.1; K.2; K.3; K.5

## 2.MD Measurement and Data

### *Measure and estimate lengths in standard units.*

<u>2.MD.1</u> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	U9 Sessions 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5	IXL Skills: Second Grade - S.13
<u>2.MD.2</u> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	U9 Sessions 1.2, 1.4, 1.5, 1.6, 3.1, 3.3, 3.5, 3.6A	IXL Skills: Second Grade - S.2; S.7
<u>2.MD.3</u> Estimate lengths using units of inches, feet, centimeters, and meters.	U9 Sessions 3.2, 3.3, 3.4	IXL Skills: Second Grade - S.2; S.7

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<p><u>2.MD.4</u> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>U9 Sessions 1.4, 1.5, 1.6, 2.2, 3.2, 3.4</p>	<p>IXL Skills: Second Grade - S.3; S.8</p>
<p><i>Relate addition and subtraction to length.</i></p>		
<p><u>2.MD.5</u> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>	<p>U9 Sessions 1.5, 1.6, 2.2, 2.3, 3.2, 3.5</p>	<p>IXL Skills: Second Grade - S.3; S.8</p>
<p><u>2.MD.6</u> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>U1 Sessions 1.3, 1.4, 1.5, 2.1, 2.4, 3.2, 3.3; U3 Sessions 1.4, 2.4, 4.3; U6 Sessions 1.3, 1.4, 2.4, 2.6, 3.2, 4.3; U8 Sessions 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4</p>	<p>IXL Skills: Second Grade - A.4</p>
<p><i>Work with time and money.</i></p>		
<p><u>2.MD.7</u> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.7, 3.1, 3.5, 4.2, 4.3; U2 Sessions 1.4, 2.2, 2.5, 2.9; U3 Sessions 1.5, 2.3, 2.5, 2.7, 3.2, 3.6, 4.2; U4 Sessions 1.3A, 2.2, 2.5, 2.8; U5 Sessions 1.3, 2.1, 2.4; U6 Sessions 2.2, 2.5, 3.2, 3.6, 4.3, 5A.5; U7 Sessions 1.3, 2.3, 2.6; U8 Sessions 1.3, 3.2, 3.4, 4.4; U9 Sessions 1.6, 2.3, 3.4, 3.6A</p>	<p>IXL Skills: Second Grade - Q.2; 1.4; Q.5; Q.7; Q.8; Q.16</p>
<p><u>2.MD.8</u> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>	<p>U1 Sessions 2.3, 2.4; U3 Sessions 3.5, 3.6, 3.7, 4.6; U4 Sessions 2.4, 2.6, 2.7; U5 Sessions 1.1, 2.2, 2.3; U6 Sessions 1.3, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4; U9 Session 3.1</p>	<p>IXL Skills: Second Grade - P.1; P.2; P.3; P.4; P.5; P.6; P.7; P.8; P.9; P.10; P.11; P.12; P.13; P.14; P.15</p>
<p><i>Represent and interpret data.</i></p>		
<p><u>2.MD.9</u> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>U9 Session 1.5</p>	<p>IXL Skills: Second Grade - R.4; R.5</p>

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2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	U4 Sessions 1.4A, 1.7, 2.3, 2.5, 2.6; U5 Session 2.3	IXL Skills: Second Grade - R.2; R.3; R.6; R.7; Third Grade - P.5
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## 2.G Geometry

*Reason with shapes and their attributes.*

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	U1 Session 1.2; U2 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.9; U4 Sessions 1.2, 1.3A; U5 Sessions 1.5, 1.6; U6 Sessions 1.4, 2.6	IXL Skills: Second Grade - T.1; T.2; T.3
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	U2 Sessions 2.3, 2.4, 2.6, 2.8, 2.10A	IXL Skills: Second Grade - T.9
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	U7 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3A, 2.3, 2.4, 2.5, 2.6	IXL Skills: Second Grade - U.1; U.2; U.3

**3rd Grade**

**3.OA Operations and Algebraic Thinking**

*Represent and solve problems involving multiplication and division.*

<p><u>3.OA.1</u> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each.</p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.7</p>	<p>IXL Skills: Third Grade - E.1; J.7</p>
<p><u>3.OA.2</u> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</p>	<p>U5 Sessions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<p>IXL Skills: Third Grade - G.3; G.13</p>
<p><u>3.OA.3</u> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7; U6 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U7 Sessions 1.1, 2.1; U8 Session 3.5</p>	<p>IXL Skills: Third Grade - E.1; E.3; E.5; E.13; E.15; G.3; G.9; G.15</p>
<p><u>3.OA.4</u> Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>	<p>U5 Sessions 1.3, 1.4, 2.6, 3.5A, 3.5B, 3.7A, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>	<p>IXL Skills: Third Grade - E.4; G.4</p>

*Understand properties of multiplication and the relationship between multiplication and division.*

<p><u>3.OA.5</u> Apply properties of operations as strategies to multiply and divide.</p>	<p>U5 Sessions 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5A, 3.5B, 3.6, 3.7A; U6 Sessions 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6; U7 Sessions 1.2, 2.4</p>	<p>IXL Skills: Third Grade - J.5; J.6; J.8</p>
<p><u>3.OA.6</u> Understand division as an unknown-factor problem.</p>	<p>U5 Sessions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>	<p>IXL Skills: Third Grade - E.4; E.5; J.8</p>

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*Multiply and divide within 100.*

<p><b>3.OA.7</b> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>U5 Sessions 3.4, 3.5A, 3.5B, 3.6, 3.7A, 4.5, 4.6; U6 Sessions 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4; U7 Sessions 1.2, 1.4A, 2.4; U8 Session 1.4</p>	<p>IXL Skills: Third Grade - E.2; E.6; F.1; F.2; F.3; F.4; F.5; F.6; F.7; F.8; F.9; F.10; F.12; F.13; G.1; G.2; G.5; H.1; H.2; H.3; H.4; H.5; H.6; H.7; H.8; H.9; J.6; J.8</p>
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*Solve problems involving the four operations, and identify and explain patterns in arithmetic.*

<p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>U1 Sessions 1.3, 1.4, 1.6, 1.7, 1.8, 2.3, 2.5, 2.7, 2.8 U3 Sessions 1.4, 1.5, 2.1, 2.3, 2.4, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4; U5 Session 4.5; U6 Sessions 3.2, 3.3, 3.5, 3.7; U8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.6, 3.7, 3.8, 3.9; U9 Session 4A.3</p>	<p>IXL Skills: Third Grade - I.1; I.2; I.3; I.4; I.6; K.2; K.3; K.4; L.1; L.4; L.5; L.6; L.7</p>
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<p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>	<p>U1 Sessions 1.2, 1.4, 1.7, 2.2, 2.3, 2.6; U3 Sessions 1.1, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 4.4; U5 Sessions 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5A, 3.5B, 3.6, 3.7A, 4.1; U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p>	<p>IXL Skills: Third Grade - C.2; D.2; E.14; G.14</p>
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**3.NBT Number and Operations in Base Ten**

*Use place value understanding and properties of operations to perform multi-digit arithmetic.*

<p><b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>U3 Session 1.7A; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 2.5A, 2.5, 3.2, 3.5, 3.6; U6 Sessions 2.2, 3.1, 3.3, 3.4; U7 Sessions 1.1, 1.2, 1.3, 1.4A, 1.4B, 2.1, 2.2, 2.3, 2.4; U9 Sessions 2.1, 2.2, 2.3, 4A.1, 4A.2, 4A.3</p>	<p>IXL Skills: Third Grade - L.1</p>
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<p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 2.5A, 2.5, 3.2, 3.5, 3.6; U6 Sessions 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4; U7 Sessions 1.1, 1.2, 1.3, 1.4A, 1.4B, 2.1, 2.2, 2.3, 2.4; U8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9; U9 Sessions 2.1, 2.2, 2.3, 4A.1, 4A.2, 4A.3</p>	<p>IXL Skills: Third Grade - B.3; B.4; B.7; C.1; C.3; C.4; C.5; C.8; D.1; D.3; D.4; D.5; D.6; J.3; J.4</p>
<p><b>3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p>	<p>U5 Session 3.7A</p>	<p>IXL Skills: Third Grade - B.3; B.4; E.8; F.11</p>

**3.NF Number and Operations-Fractions**

*Develop understanding of fractions as numbers.*

<p><b>3.NF.1</b> Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>.</p>	<p>U7 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4</p>	<p>IXL Skills: Third Grade - S.1; S.2; S.3</p>
<p><b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p>		
<p><b>3.NF.2.a</b> Represent a fraction <math>\frac{1}{b}</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>\frac{1}{b}</math> and that the endpoint of the part based at 0 locates the number <math>\frac{1}{b}</math> on the number line.</p>	<p>U7 Sessions 1.4A, 1.4B</p>	<p>IXL Skills: Third Grade - S.4</p>

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<u>3.NF.2.b</u> Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.	U7 Sessions 1.4A, 1.4B	IXL Skills: Third Grade - S.4
<u>3.NF.3</u> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		
<u>3.NF.3.a</u> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	U7 Sessions 1.1, 1.2, 1.4A, 1.4B, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	IXL Skills: Third Grade - S.5
<u>3.NF.3.b</u> Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$ , $4/6 = 2/3$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	U7 Sessions 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	IXL Skills: Third Grade - S.6; S.7; S.8; S.9
<u>3.NF.3.c</u> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	U7 Sessions 1.3, 1.4A, 1.4B, 2.1, 2.2, 2.3, 2.4, 3.4	IXL Skills: Third Grade - S.12; S.13
<u>3.NF.3.d</u> Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	U7 Sessions 1.2, 1.3, 1.4B	IXL Skills: Third Grade - S.5

### 3.MD Measurement and Data

*Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.*

<u>3.MD.1</u> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	U3 Sessions 1.7A, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; U5 Sessions 1.1, 1.2, 1.3, 1.4, 3.1A, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7; U7 Sessions 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4	IXL Skills: Third Grade - O.1; O.2; O.3; O.6; O.9
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<p><u>3.MD.2</u> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>	<p>U9 Sessions 4A.1, 4A.2, 4A.3</p>	<p>IXL Skills: Third Grade - Q.9</p>
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*Represent and interpret data.*

<p><u>3.MD.3</u> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>	<p>U2 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3A, 3.5</p>	<p>IXL Skills: Third Grade - P.4; P.5; P.8; P.9</p>
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<p><u>3.MD.4</u> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</p>	<p>U2 Sessions 3.1, 3.2, 3.3, 3.4</p>	<p>No correlated skills in IXL.</p>
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*Geometric measurement: understand concepts of area and relate area to multiplication and to addition.*

<p><u>3.MD.5</u> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>		
<p><u>3.MD.5.a</u> A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p>	<p>U4 Sessions 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 3.6</p>	<p>IXL Skills: Third Grade - R.9</p>
<p><u>3.MD.5.b</u> A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p>	<p>U4 Sessions 2.1, 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 3.6</p>	<p>IXL Skills: Third Grade - R.9</p>
<p><u>3.MD.6</u> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>U4 Sessions 2.1, 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 3.6</p>	<p>IXL Skills: Third Grade - R.9</p>

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<u>3.MD.7</u> Relate area to the operations of multiplication and addition.		
<u>3.MD.7.a</u> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	U4 Session 2.4; U5 Sessions 3.1A, 3.1, 3.2, 3.3, 3.4, 3.5A	IXL Skills: Third Grade - R.10
<u>3.MD.7.b</u> Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	U4 Session 2.4; U5 Sessions 3.1A, 3.1, 3.3, 3.4, 3.5A, 3.6	IXL Skills: Third Grade - R.10; R.11
<u>3.MD.7.c</u> Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.	U5 Sessions 3.1A, 3.5A	No correlated skills in IXL.
<u>3.MD.7.d</u> Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	U4 Sessions 2.3, 2.4, 2.5A, 2.5; U5 Sessions 3.1A, 3.5A	IXL Skills: Third Grade - R.12
<i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i>		
<u>3.MD.8</u> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	U4 Sessions 1.2, 1.3, 1.4, 1.5, 2.5A	IXL Skills: Third Grade - R.7; R.8; R.13; R.14; R.15

### 3.G Geometry

*Reason with shapes and their attributes.*

<p><u>3.G.1</u> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>U4 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>	<p>IXL Skills: Third Grade - R.1; R.2; R.3; R.22</p>
<p><u>3.G.2</u> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>	<p>3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p>	<p>IXL Skills: Third Grade - S.1</p>

**4th Grade**

**4.OA Operations and Algebraic Thinking**

*Use the four operations with whole numbers to solve problems.*

<p><b>4.OA.1</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p>	<p>U1 Sessions 1.6A, 3.2, 3.3; U3 Sessions 3.1, 3.2, 3.3, 4.1, 4.3</p>	<p>IXL Skills: Fourth Grade - D.2; D.7</p>
<p><b>4.OA.2</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>U1 Sessions 1.6A, 3.2, 3.3; U3 Sessions 3.1, 3.2, 3.3, 4.1, 4.3</p>	<p>IXL Skills: Fourth Grade - D.9; D.12; D.16; D.18; E.2; E.5; E.14; E.17; E.19; F.2; F.3; M.7; N.3; N.6</p>
<p><b>4.OA.3</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 3.2; U3 Sessions 1.1, 2.2, 2.3, 2.4; U8 Sessions 1.5, 2.1, 2.2, 2.4A, 3.3, 3.5</p>	<p>IXL Skills: Fourth Grade - A.6; E.7; F.3; F.4; F.5; F.6; F.7; G.2; G.5; K.1; K.2</p>

*Gain familiarity with factors and multiples.*

<p><b>4.OA.4</b> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p>	<p>U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4; U3 Sessions 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4</p>	<p>IXL Skills: Fourth Grade - A.5; D.3; D.4; D.13; E.11</p>
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*Generate and analyze patterns.*

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	U8 Sessions 1.4, 1.5, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6; U9 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.5	IXL Skills: Fourth Grade - H.1; H.2; L.1; L.2; L.3; L.4; L.5; O.8
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#### 4.NBT Number and Operations in Base Ten

*Generalize place value understanding for multi-digit whole numbers.*

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	U5 Sessions 1.1, 3.1, 3.2, 3.6A	IXL Skills: Fourth Grade - A.1; A.2
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5A, 1.5, 1.6, 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6A, 4.1, 4.2, 4.3, 4.4A, 4.4, 4.5, 4.6; U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; U7 Sessions 3.5A, 3.5B	IXL Skills: Fourth Grade - A.1; A.3; A.9; B.6; D.20; E.20; F.9
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	U5 Sessions 1.5A, 3.6A	IXL Skills: Fourth Grade - A.6; B.8; B.9; C.6; C.7; D.8; E.10; E.21

*Use place value understanding and properties of operations to perform multi-digit arithmetic.*

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	U2 Sessions 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 2.6, 3.5; U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.3A, 3.1, 3.2, 3.3, 3.4A, 4.5, 4.6, 4.7; U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4A, 4.4, 4.5, 4.6, 4.7	IXL Skills: Fourth Grade - B.1; B.2; B.3; B.5; B.7; C.1; C.2; C.3; C.5
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	U3 Sessions 1.1, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5; U8 Sessions 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4A, 2.4, 2.5, 3.1, 3.4, 3.5, 3.6; U9 Sessions 2.1, 2.4, 2.5, 2.6, 2.8, 3.3, 3.4	IXL Skills: Fourth Grade - D.5; D.6; D.7; D.10; D.11; D.17

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<p><b>4.NBT.6</b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>U3 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1; U8 Sessions 3.1, 3.2, 3.3, 3.4, 3.5A, 3.6; U9 Sessions 2.1, 2.2, 2.4, 2.5, 2.6, 2.8, 3.3, 3.4</p>	<p>IXL Skills: Fourth Grade - E.3; E.4; E.6; E.9</p>
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#### 4.NF Number and Operations-Fractions

*Extend understanding of fraction equivalence and ordering.*

<p><b>4.NF.1</b> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<p>U6 Sessions 1.1, 1.5, 2.1, 2.3, 2.5, 2.6</p>	<p>IXL Skills: Fourth Grade - Q.1; Q.2; Q.3</p>
<p><b>4.NF.2</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>U6 Sessions 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.7</p>	<p>IXL Skills: Fourth Grade - Q.5; Q.6; R.13</p>

*Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.*

<p><b>4.NF.3</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p>		
<p><b>4.NF.3.a</b> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p>U6 Sessions 1.1, 1.2, 1.5, 1.6, 1.7, 1.8A, 2.5</p>	<p>IXL Skills: Fourth Grade - R.1; R.3</p>

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4.NF.3.b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	U6 Sessions 1.1, 1.2, 1.6	IXL Skills: Fourth Grade - R.1; R.3
4.NF.3.c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	U6 Session 2.7A	IXL Skills: Fourth Grade - R.10
4.NF.3.d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	U6 Sessions 1.3, 1.4, 1.8A	IXL Skills: Fourth Grade - R.2
4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		
4.NF.4.a Understand a fraction $a/b$ as a multiple of $1/b$ .	U6 Sessions 3A.1, 3A.2, 3A.3	IXL Skills: Fourth Grade - S.1
4.NF.4.b Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number.	U6 Sessions 3A.1, 3A.2, 3A.3	IXL Skills: Fourth Grade - S.2
4.NF.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	U6 Sessions 3A.1, 3A.2, 3A.3	IXL Skills: Fourth Grade - S.3
<i>Understand decimal notation for fractions, and compare decimal fractions.</i>		
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	U6 Sessions 3.1, 3.3	No correlated skills in IXL.
4.NF.6 Use decimal notation for fractions with denominators 10 or 100.	U6 Sessions 3.1, 3.2, 3.3	IXL Skills: Fourth Grade - T.6; T.7

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<p><u>4.NF.7</u> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>	<p>U6 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7; U7 Sessions 3.1, 3.2</p>	<p>IXL Skills: Fourth Grade - M.1; T.10; T.11</p>
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#### 4.MD Measurement and Data

*Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*

<p><u>4.MD.1</u> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p>	<p>U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5; U7 Sessions 3.5A, 3.5B; U9 Sessions 3.1, 3.2, 3.3, 3.5</p>	<p>IXL Skills: Fourth Grade - N.1; N.2; N.4; O.1; O.3</p>
<p><u>4.MD.2</u> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>U2 Sessions 1.2, 1.3, 1.4, 1.5, 2.4, 2.5; U4 Sessions 1.3, 1.5; U5 Sessions 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.4, 3.5, 4.5, 4.6; U6 Sessions 3.1, 3.4, 3.5, 3.6; U7 Session 3.5B; U8 Sessions 2.1, 2.4A, 3.1, 3.5</p>	<p>IXL Skills: Fourth Grade - M.5; M.6; M.7; M.8; N.5; O.2; O.5; O.6; R.14; T.13</p>
<p><u>4.MD.3</u> Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>	<p>U4 Sessions 1.1, 1.3, 1.4, 1.5, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7</p>	<p>IXL Skills: Fourth Grade - P.17; P.18; P.20; P.21; P.23</p>

*Represent and interpret data.*

<p><u>4.MD.4</u> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p>U6 Session 2.7A; U9 Sessions 3.1, 3.2</p>	<p>IXL Skills: Fourth Grade - J.6; J.7</p>
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*Geometric measurement: understand concepts of angle and measure angles.*

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:		
4.MD.5.a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.	U4 Sessions 2.3A, 3.4A	IXL Skills: Fourth Grade - P.12
4.MD.5.b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	U4 Session 3.4A	IXL Skills: Fourth Grade - P.12; P.14; P.15
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	U4 Sessions 3.1, 3.2, 3.3, 3.4A	IXL Skills: Fourth Grade - P.13; P.14
4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	U4 Sessions 3.1, 3.2, 3.3	IXL Skills: Fourth Grade - P.15

## 4.G Geometry

*Draw and identify lines and angles, and classify shapes by properties of their lines and angles.*

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	U4 Sessions 2.1, 2.2, 2.3A, 2.3, 2.4, 2.5, 3.4A, 4.7	IXL Skills: Fourth Grade - P.11; P.26; P.27
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<p><u>4.G.2</u> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>U4 Sessions 2.1, 2.3A, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.7</p>	<p>IXL Skills: Fourth Grade - P.1; P.2; P.4; P.6</p>
<p><u>4.G.3</u> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p>U4 Sessions 4.1, 4.2, 4.3, 4.4, 4.6</p>	<p>IXL Skills: Fourth Grade - P.25</p>

**5th Grade**

**5.OA Operations and Algebraic Thinking**

*Write and interpret numerical expressions.*

5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	U1 Sessions 1.1, 1.4, 1.7, 2.1, 2.4A; U2 Sessions 1.5A, 2.4A; U6 Sessions 3A.8, 3A.9; U8 Sessions 2.2, 2.3	IXL Skills: Fifth Grade - Q.1
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.4A; U7 Sessions 1.1, 1.2, 1.3, 1.4; U8 Sessions 2.1, 2.2, 2.3, 2.5, 2.6	IXL Skills: Fifth Grade - Q.2; Q.4

*Analyze patterns and relationships.*

5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	U8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	IXL Skills: Fifth Grade - Q.7; Q.8; Q.10; R.1
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**5.NBT Number and Operations in Base Ten**

*Understand the place value system.*

5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	U3 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.5; U6 Sessions 1.1, 1.2, 1.5A, 2.5A	IXL Skills: Fifth Grade - A.1; A.2; C.3
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	U1 Sessions 2.3, 2.4, 2.5, 3.2, 3.3; U6 Sessions 3A.1, 3A.5	IXL Skills: Fifth Grade - A.11; F.3; F.4; F.5; G.2; H.7; I.1; I.2

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5.NBT.3 Read, write, and compare decimals to thousandths.		
5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3A.1, 3A.2, 3A.3, 3A.4 U8 Sessions 1.3, 1.4, 2.1, 2.2, 2.5, 2.6	IXL Skills: Fifth Grade - C.1; C.2; C.3
5.NBT.3.b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; U8 Sessions 1.3, 1.4, 2.1, 2.2, 2.5, 2.6	IXL Skills: Fifth Grade - C.4; C.6; C.7; C.8; G.10
5.NBT.4 Use place value understanding to round decimals to any place.	U6 Sessions 1.5A, 3A.1, 3A.2, 3A.3, 3A.4	IXL Skills: Fifth Grade - C.5; E.6

*Perform operations with multi-digit whole numbers and with decimals to hundredths.*

5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	U1 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.8; U2 Sessions 1.4, 1.5, 2.1, 2.2; U3 Sessions 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4; U6 Sessions 1.5, 1.6, 1.9; U7 Sessions 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5; U9 Sessions 1.3, 1.4, 1.5A, 1.6A	IXL Skills: Fifth Grade - F.10; F.11; F.12; F.13; F.14; F.15; F.16; F.17
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	U1 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8; U2 Session 2.3; U3 Sessions 1.5, 2.1, 2.2, 3.1, 3.3, 3.4; U6 Sessions 1.7, 1.8; U7 Sessions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5; U9 Sessions 1.3, 1.5A, 1.6A	IXL Skills: Fifth Grade - F.6; H.1; H.2; H.3; H.4; H.8; H.9; H.10; H.11; H.14
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	U6 Sessions 2.1, 2.2, 2.3, 2.4, 2.5A, 2.5, 2.6, 2.7, 2.8, 3A.1, 3A.2, 3A.3, 3A.4, 3A.5, 3A.6, 3A.7	IXL Skills: Fifth Grade - D.4; E.1; E.2; E.3; E.4; E.5; G.3; G.4; G.5; G.6; G.7; G.8; G.9; H.12; I.3; I.4; I.5; P.3; P.4; U.1; U.2

## 5.NF Number and Operations-Fractions

*Use equivalent fractions as a strategy to add and subtract fractions.*

<p><u>5.NF.1</u> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p>	<p>U4 Sessions 1.1, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9, 3.10</p>	<p>IXL Skills: Fifth Grade - L.2; L.3; L.4; M.4; M.5; M.7; M.9; M.10; M.12; M.13; M.15; M.16</p>
<p><u>5.NF.2</u> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	<p>U4 Sessions 3.3, 3.6, 3.7, 3.8, 3.9, 3.10; U7 Sessions 1.1, 1.3</p>	<p>IXL Skills: Fifth Grade - M.2; M.6; M.8; M.14</p>

*Apply and extend previous understandings of multiplication and division to multiply and divide fractions.*

<p><u>5.NF.3</u> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<p>U6 Sessions 1.7, 1.8, 1.9, 1.10</p>	<p>IXL Skills: Fifth Grade - L.1; O.1</p>
<p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>		
<p><u>5.NF.4.a</u> Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>.</p>	<p>U4 Sessions 4A.1, 4A.2, 4A.3, 4A.4, 4A.5, 4A.6, 4A.7</p>	<p>IXL Skills: Fifth Grade - N.1; N.2; N.4</p>

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<p><u>5.NF.4.b</u> Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	<p>U4 Sessions 4A.6, 4A.7, 4A.9, 4A.10</p>	<p>IXL Skills: Fifth Grade - B.16; B.21; N.5</p>
<p><u>5.NF.5</u> Interpret multiplication as scaling (resizing), by:</p>		
<p><u>5.NF.5.a</u> Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>	<p>U4 Sessions 4A.2, 4A.6</p>	<p>No correlated skills in IXL.</p>
<p><u>5.NF.5.b</u> Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p>	<p>U4 Sessions 4A.1, 4A.2, 4A.3</p>	<p>IXL Skills: Fifth Grade - N.5</p>
<p><u>5.NF.6</u> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<p>U4 Sessions 4A.1, 4A.2, 4A.3, 4A.7; U9 Sessions 1.5A, 1.6A</p>	<p>IXL Skills: Fifth Grade - N.3; N.6; N.7; N.11; N.12; N.13; N.15; P.5; P.6</p>
<p><u>5.NF.7</u> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>		
<p><u>5.NF.7.a</u> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p>	<p>U4 Sessions 4A.8, 4A.10</p>	<p>IXL Skills: Fifth Grade - O.1</p>
<p><u>5.NF.7.b</u> Interpret division of a whole number by a unit fraction, and compute such quotients.</p>	<p>U4 Sessions 4A.9, 4A.10</p>	<p>IXL Skills: Fifth Grade - O.3</p>

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<p><u>5.NF.7.c</u> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>U4 Sessions 4A.8, 4A.9, 4A.10</p>	<p>IXL Skills: Fifth Grade - O.2</p>
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## 5.MD Measurement and Data

*Convert like measurement units within a given measurement system.*

<p><u>5.MD.1</u> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>	<p>U6 Sessions 3A.8, 3A.9; U8 Session 1.1</p>	<p>IXL Skills: Fifth Grade - W.3; W.4; W.5; W.6; W.7; W.8</p>
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*Represent and interpret data.*

<p><u>5.MD.2</u> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	<p>U9 Sessions 1.1, 1.2, 1.3, 1.4, 1.5A, 1.6A</p>	<p>IXL Skills: Fifth Grade - S.10; S.11</p>
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*Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.*

<p><u>5.MD.3</u> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p>		
<p><u>5.MD.3.a</u> A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p>	<p>U2 Sessions 1.1, 1.2, 1.5A, 2.1, 2.4A</p>	<p>IXL Skills: Fifth Grade - B.22</p>
<p><u>5.MD.3.b</u> A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p>	<p>U2 Sessions 1.1, 1.2, 1.5A, 2.1, 2.4A</p>	<p>IXL Skills: Fifth Grade - B.22</p>
<p><u>5.MD.4</u> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>	<p>U2 Sessions 1.1, 2.1, 2.2, 2.3, 2.4A</p>	<p>IXL Skills: Fifth Grade - B.22</p>

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<p><u>5.MD.5</u> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p>		
<p><u>5.MD.5.a</u> Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p>	<p>U2 Sessions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4A</p>	<p>IXL Skills: Fifth Grade - B.22; B.24</p>
<p><u>5.MD.5.b</u> Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>	<p>U2 Sessions 1.2, 1.5A, 2.1, 2.3, 2.4A</p>	<p>IXL Skills: Fifth Grade - B.24</p>
<p><u>5.MD.5.c</u> Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>U2 Sessions 1.5A</p>	<p>IXL Skills: Fifth Grade - B.23</p>

## 5.G Geometry

### *5 Graph points on the coordinate plane to solve real-world and mathematical problems.*

<p><u>5.G.1</u> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>	<p>U8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p>	<p>IXL Skills: Fifth Grade - R.1; R.2; R.3</p>
<p><u>5.G.2</u> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>U8 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p>	<p>IXL Skills: Fifth Grade - R.3; R.4; R.5</p>

### *Classify two-dimensional figures into categories based on their properties.*

<p><u>5.G.3</u> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p>	<p>IXL Skills: Fifth Grade - B.7</p>
<p><u>5.G.4</u> Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.7</p>	<p>IXL Skills: Fifth Grade - B.1; B.2; B.3; B.4; B.5; B.6; B.7</p>

**6TH Grade**

**6.RP Ratios and Proportional Relationships**

*Understand ratio concepts and use ratio reasoning to solve problems.*

6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	SE: 286-289, 300, 305, 327, 330, 333, 336	IXL Skills: Sixth Grade - AA.1; AA.3
6.RP.2 Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b$ is not equal to 0, and use rate language in the context of a ratio relationship.	SE: 287-289, 306, 330, 333, 337	IXL Skills: Sixth Grade - AA.8; AA.9
6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	SE: 287-289, 291-293, 298-299, 306, 330, 333	
6.RP.3.a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	SE: 287-289, 290-293, 298-299, 306, 330, 333, 443-444, 448	IXL Skills: Sixth Grade - Q.1; AA.2; AA.4; AA.5; AA.6
6.RP.3.b Solve unit rate problems including those involving unit pricing and constant speed.	SE: 287-289, 306, 330, 333, 337	IXL Skills: Sixth Grade - G.3; G.4; AA.8; AA.9
6.RP.3.c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	SE: 308-316, 326-327, 332-333, 337	IXL Skills: Sixth Grade - G.1; G.2; G.5; G.6; G.7; AA.14; AA.15
6.RP.3.d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	SE: 342-349	IXL Skills: Sixth Grade - G.4; Y.3; Y.4; Y.5; Y.6; Y.7; Y.8

## 6.NS The Number System

*Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*

<p><b>6.NS.1</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>SE: 216-229, 234-235, 239</p>	<p>IXL Skills: Sixth Grade - W.1; W.2; W.3; W.4; W.5; W.6; X.6; X.7</p>
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*Compute fluently with multi-digit numbers and find common factors and multiples.*

<p><b>6.NS.2</b> Fluently divide multi-digit numbers using the standard algorithm.</p>	<p>SE: 10-13, 18, 35, 37</p>	<p>IXL Skills: Sixth Grade - L.1; L.2; L.3; L.4; L.5; L.6; X.1; X.2</p>
<p><b>6.NS.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>SE: 104-109, 112, 123-125, 129-132, 135-137, 140-141, 166, 197, 201, 223, 283</p>	<p>IXL Skills: Sixth Grade - J.1; J.2; J.3; J.4; O.1; O.2; O.3; O.4; O.5; O.6; O.7; O.8; O.9; X.4; X.5</p>
<p><b>6.NS.4</b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>	<p>SE: 27-29, 35, 37, 40, 57, 151-154, 156-160, 166, 185, 187, 189, 194-197, 209-210, 227, 232, 235, 289</p>	<p>IXL Skills: Sixth Grade - N.4; N.7; N.9</p>

*Apply and extend previous understandings of numbers to the system of rational numbers.*

<p><b>6.NS.5</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>SE: 392-395, 399, 403, 423</p>	<p>IXL Skills: Sixth Grade - C.1; Y.9</p>
<p><b>6.NS.6</b> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p>	<p>SE: 392-394, 399, 402, 404-411, 420</p>	

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<p><u>6.NS.6.a</u> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</p>	<p>SE: 392-395, 399, 402, 420</p>	<p>IXL Skills: Sixth Grade - C.2; C.3</p>
<p><u>6.NS.6.b</u> Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>	<p>SE: 402, 404-407, 412-415</p>	<p>IXL Skills: Sixth Grade - Q.1; Q.2; Z.18</p>
<p><u>6.NS.6.c</u> Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>SE: 241, 272, 279, 296-297, 392-394, 401, 405-411, 418, 421, 423, 427, 429</p>	<p>IXL Skills: Sixth Grade - B.9; C.3; Q.1; Q.2; Q.3; Z.17</p>
<p><u>6.NS.7</u> Understand ordering and absolute value of rational numbers.</p>	<p>SE: 177, 393-394, 396-399, 401, 420, 423</p>	
<p><u>6.NS.7.a</u> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p>	<p>SE: 396, 398</p>	<p>IXL Skills: Sixth Grade - P.21</p>
<p><u>6.NS.7.b</u> Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>	<p>SE: 397-399</p>	<p>IXL Skills: Sixth Grade - D.1; D.2</p>
<p><u>6.NS.7.c</u> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p>	<p>SE: 254-257, 392-393</p>	<p>IXL Skills: Sixth Grade - C.2; D.3</p>
<p><u>6.NS.7.d</u> Distinguish comparisons of absolute value from statements about order.</p>	<p>SE: 254-257, 393-394</p>	<p>IXL Skills: Sixth Grade - D.2; D.3</p>
<p><u>6.NS.8</u> Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>	<p>SE: 402, 406-411, 414-415, 418, 421, 423, 427</p>	<p>IXL Skills: Sixth Grade - Q.1; Q.2; Q.3; Q.4; Q.8</p>

## 6.EE Expressions and Equations

*Apply and extend previous understandings of arithmetic to algebraic expressions.*

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	SE: 14-16, 18, 25, 35, 37, 41, 65, 89, 91, 140, 297	IXL Skills: Sixth Grade - E.1; E.2; E.3; E.4; E.5
6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.	SE: 46-57, 60, 75, 89, 129, 445	
6.EE.2.a Write expressions that record operations with numbers and with letters standing for numbers.	SE: 50-57, 60, 65, 89, 129	IXL Skills: Sixth Grade - P.1; P.9; P.10
6.EE.2.b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	SE: 43, 46-53, 91, 143, 156-159, 191, 283	IXL Skills: Sixth Grade - P.15
6.EE.2.c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	SE: 22-25, 62-65, 77-80, 86, 105-106, 114-115, 117-118, 121, 128-129, 135, 143, 214, 350-353, 356-359, 361-363, 368-371, 374-377	IXL Skills: Sixth Grade - P.1; P.2; P.4; P.7; P.12; Seventh Grade - Y.10
6.EE.3 Apply the properties of operations to generate equivalent expressions.	SE: 26-27, 29, 40, 58-59, 88, 156-159, 185, 187	IXL Skills: Sixth Grade - I.3; K.9; P.17;. P.18
6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	SE: 62-65, 80, 85, 87, 156-159, 185, 187	IXL Skills: Sixth Grade - P.16; Y.3

*Reason about and solve one-variable equations and inequalities.*

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	SE: 62-65, 68-69, 77-80, 89	IXL Skills: Sixth Grade - P.1; P.5; P.22; P.23
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<p><u>6.EE.6</u> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>	<p>SE: 67, 69, 72, 74, 76, 78-80, 86-87, 89, 126-127, 208-210</p>	<p>IXL Skills: Sixth Grade - P.1; P.3; Y.10</p>
<p><u>6.EE.7</u> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p>	<p>SE: 67-69, 73-76, 80, 86-87, 91, 101, 105-107, 113-115, 125-128, 130, 136-137, 154, 206-208, 214, 224-228, 233-235, 289, 389, 416, 422-423, 429, 435, 439</p>	<p>IXL Skills: Sixth Grade - P.5; P.6</p>
<p><u>6.EE.8</u> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	<p>SE: 446- 449</p>	<p>IXL Skills: Sixth Grade - P.21</p>

*Represent and analyze quantitative relationships between dependent and independent variables.*

<p><u>6.EE.9</u> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>	<p>SE: 434, 438-441, 450, 454-455, 456-457, 461</p>	<p>IXL Skills: Sixth Grade - P.3; P.9; P.10; P.11</p>
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## 6.G Geometry

*6 Solve real-world and mathematical problems involving area, surface area, and volume.*

<p><u>6.G.1</u> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>SE: 350-353, 356-359, 361-364, 382-383, 385</p>	<p>IXL Skills: Sixth Grade - Z.23; Z.24; Z.26</p>
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<p><u>6.G.2</u> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = l w h</math> and <math>V = b h</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	<p>SE: 366-371, 378-379, 384-385</p>	<p>IXL Skills: Sixth Grade - Z.33</p>
<p><u>6.G.3</u> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>SE: 408-411, 414-416, 421-423</p>	<p>IXL Skills: Sixth Grade - Q.1</p>
<p><u>6.G.4</u> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>SE: 372-377</p>	<p>IXL Skills: Sixth Grade - Z.32; Z.33</p>

## 6.SP Statistics and Probability

### *6 Develop understanding of statistical variability.*

<p><u>6.SP.1</u> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p>	<p>SE: 254-257</p>	<p>IXL Skills: Sixth Grade - S.4</p>
<p><u>6.SP.2</u> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>	<p>SE: 245-249, 254-258, 260-265, 268-273, 276-281</p>	<p>IXL Skills: Sixth Grade - R.3; R.5; R.17</p>
<p><u>6.SP.3</u> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>	<p>SE: 246-249, 254-257, 268-271, 276, 279, 281</p>	<p>IXL Skills: Sixth Grade - S.1; S.2; S.3</p>

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*Summarize and describe distributions.*

6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	SE: 254-257, 260-263, 268-271	IXL Skills: Sixth Grade - R.1; R.2; R.3; R.4; R.5; R.6; R.7; R.8; R.9; R.10; R.11; R.12; R.13; R.14; R.15; R.16; R.17; R.18
6.SP.5 Summarize numerical data sets in relation to their context, such as by:	SE: 260-266, 268-271	
6.SP.5.a Reporting the number of observations.	SE: 156, 246–253, 260-266, 269-271	IXL Skills: Sixth Grade - R.6; R.11
6.SP.5.b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	SE: 223, 246, 249, 251–253, 268-271, 342–345, 449	IXL Skills: Sixth Grade - S.4
6.SP.5.c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	SE: 246–258, 264, 268-271	IXL Skills: Sixth Grade - S.1; S.2; S.3
6.SP.5.d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	SE: 268-271	No correlated skills in IXL.

**7TH Grade**

**7.RP Ratios and Proportional Relationships**

*Analyze proportional relationships and use them to solve real-world and mathematical problems.*

7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	SE: 150-153, 161, 184, 187, 204-208, 210	IXL Skills: Seventh Grade - G.13; J.1; J.5; L.3; L.4
7.RP.2 Recognize and represent proportional relationships between quantities.	SE: 154-157, 204-205, 211-215	
7.RP.2.a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	SE: 154-157, 162, 204-205, 206–210, 211-215, 217	IXL Skills: Seventh Grade -J.2; J.3; J.6;J.7; X.1
7.RP.2.b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	SE: 151-153, 162, 211–215	IXL Skills: Seventh Grade -X.2
7.RP.2.c Represent proportional relationships by equations.	SE: 158-161, 163-170, 180, 204-205, 211-216, 222, 333	IXL Skills: Seventh Grade - J.8; J.9; Eighth Grade - I.5
7.RP.2.d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	SE: 204–205, 208-209	No correlated skills in IXL.
7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	SE: 152–153, 156–157, 158–161, 163, 217, 244, 247-260, 265-266, 307, 313, 363, 409	IXL Skills: Seventh Grade - J.10; K.4; K.5; K.6; K.7; K.8; K.9; K.10; L.4; L.5; L.6; L.7; L.8; L.9; L.10; L.11; L.12; Z.3

## 7.NS The Number System

*Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.*

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	SE: 52, 54, 55, 60, 62, 100-103, 107, 118-121, 125, 138, 140-141, 197, 215, 325, 463	
7.NS.1.a Describe situations in which opposite quantities combine to make 0.	SE: 46-49, 56-57	IXL Skills: Seventh Grade - D.3
7.NS.1.b Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	SE: 46-49, 52-57, 73-76, 90, 100-103, 120-121, 437	IXL Skills: Seventh Grade - B.3; D.2; D.3; D.5; E.1; E.3; E.4; E.5; H.3; H.6
7.NS.1.c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	SE: 46-49, 60-63, 69, 101-103, 119-121, 153	IXL Skills: Seventh Grade - B.3; D.1; D.2; E.1; E.3; E.4; E.5; H.6
7.NS.1.d Apply properties of operations as strategies to add and subtract rational numbers.	SE: 12-16, 35, 37, 40, 240-243	IXL Skills: Seventh Grade - C.1; C.11; E.9; G.1; G.3; Y.1
7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	SE: 66-69, 93, 104-107, 112-116, 122-129, 134, 139-141, 153, 201, 313	
7.NS.2.a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	SE: 66-67, 69, 87, 104-107, 122, 124-125, 134, 138, 141, 240-243	IXL Skills: Seventh Grade - E.6; E.7; E.8; H.7; Y.2

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<p><u>7.NS.2.b</u> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p>	<p>SE: 67-69, 76, 108-111, 116, 126-129, 139, 201, 240-243</p>	<p>IXL Skills: Seventh Grade - A.3; A.4; C.6; E.6; E.7; E.8; F.3; G.13; H.7</p>
<p><u>7.NS.2.c</u> Apply properties of operations as strategies to multiply and divide rational numbers.</p>	<p>SE: 12-15, 66-69, 82, 84, 86, 92-93, 240-243, 313, 403</p>	<p>IXL Skills: Seventh Grade - C.3; C.5; C.11; E.9; G.7; G.8; G.9; G.11; G.12; Y.1</p>
<p><u>7.NS.2.d</u> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>	<p>SE: 78, 80-81, 86, 92-93, 403</p>	<p>IXL Skills: Seventh Grade - A.10; H.2</p>
<p><u>7.NS.3</u> Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>SE: 50-55, 58-69, 76, 85, 90-91, 93, 97, 100-111, 116-129, 134-135, 138-139, 141, 153, 157, 167, 175, 197, 201, 215, 313, 325, 355, 403, 463</p>	<p>IXL Skills: Seventh Grade - C.1; C.2; C.3; C.4; C.5; C.6; C.8; E.3; E.4; E.5; E.6; E.7; E.8; G.1; G.2; G.3; G.4; G.5; G.7; G.8; G.9; G.10; G.11; G.12; G.13; G.15; H.6; H.7; L.1; L.2</p>

## 7.EE Expressions and Equations

*Use properties of operations to generate equivalent expressions.*

<p><u>7.EE.1</u> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>	<p>SE: 12-15, 26-30, 37, 468-471, 472-474, 476-479</p>	<p>IXL Skills: Seventh Grade - U.6; Y.1; Y.2; Y.3</p>
<p><u>7.EE.2</u> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p>	<p>SE: 22-25, 30, 36-37, 69, 70-71, 171, 240-243, 246-247, 359, 480-481</p>	<p>No correlated skills in IXL</p>

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*7 Solve real-life and mathematical problems using numerical and algebraic expressions and equations.*

<p><u>7.EE.3</u> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>	<p>SE: 7-17, 22–25, 31, 35, 43, 49, 55, 111, 130–133, 235-239, 240-244, 246-249, 265, 267, 468–471</p>	<p>IXL Skills: Seventh Grade - A.8; A.9; B.4; C.7; C.9; C.10; C.11; E.9; F.1; F.2; F.5; F.6; F.7; F.8; F.9; G.6; G.14; G.16; H.2; J.4; K.2; K.3; L.4; L.5; M.1; M.2; M.3; M.4; M.5; M.6</p>
<p><u>7.EE.4</u> Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p>	<p>SE: 22-25, 27-31, 36-37, 41, 69, 73, 75, 91, 113-115-116, 131-134, 140-141, 469-471, 473-475, 477-479, 480-481, 482-483, 489-491, 493-495, 497-499, 500-501, 505-507</p>	
<p><u>7.EE.4.a</u> Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</p>	<p>SE: 22–25, 31, 469-471, 473-475, 477-479, 480-483, 504-505</p>	<p>IXL Skills: Seventh Grade - J.9; V.2; V.3; V.4; V.5; X.10; Y.4</p>
<p><u>7.EE.4.b</u> Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</p>	<p>SE: 488–491, 492–495, 496–499, 501–502, 506-507</p>	<p>IXL Skills: Seventh Grade - W.1; W.2; W.3; W.4; W.5; W.6; W.7</p>

## 7.G Geometry

*Draw, construct, and describe geometrical figures and describe the relationships between them.*

<p><u>7.G.1</u> Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>	<p>SE: 172–175, 176–177, 178–179, 180, 186-187</p>	<p>IXL Skills: Seventh Grade - J.13; P.12; P.13; P.14; P.15; P.16; P.30</p>
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<p><u>7.G.2</u> Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p>	<p>SE: 179, 323-324, 331, 334-335, 337, 341, 342-343</p>	<p>No correlated skills in IXL.</p>
<p><u>7.G.3</u> Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p>	<p>SE: 378-379</p>	<p>IXL Skills: Seventh Grade - P.25; P.26</p>

*Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.*

<p><u>7.G.4</u> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>	<p>SE: 360–363, 364–367, 372</p>	<p>IXL Skills: Seventh Grade - P.21; P.22; P.23</p>
<p><u>7.G.5</u> Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>	<p>SE: 314-315, 317-319, 322-325, 330–333</p>	<p>IXL Skills: Seventh Grade - P.4; P.5</p>
<p><u>7.G.6</u> Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>SE: 369-371, 382-385, 387, 390-391</p>	<p>IXL Skills: Seventh Grade - P.18; P.19; P.20;. P.27; P.28; P.29</p>

## 7.SP Statistics and Probability

### *7 Use random sampling to draw inferences about a population.*

<p><u>7.SP.1</u> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p>	<p>SE: 286-290, 292-293</p>	<p>IXL Skills: Seventh Grade - AA.5</p>
<p><u>7.SP.2</u> Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p>	<p>SE: 290, 292-293</p>	<p>IXL Skills: Seventh Grade - J.10</p>

### *Draw informal comparative inferences about two populations.*

<p><u>7.SP.3</u> Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p>	<p>SE: 277-278, 292-293</p>	<p>No correlated skills in IXL.</p>
<p><u>7.SP.4</u> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p>	<p>SE: 277-279, 281-283, 292-293</p>	<p>IXL Skills: Seventh Grade - AA.1; AA.2; AA.3; AA.4</p>

### *Investigate chance processes and develop, use, and evaluate probability models.*

<p><u>7.SP.5</u> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>SE: 406-409, 410-413</p>	<p>IXL Skills: Seventh Grade - Z.1</p>
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<p><u>7.SP.6</u> Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>	<p>SE: 408-409, 411-412, 419-421, 426-429, 430-431</p>	<p>IXL Skills: Seventh Grade - Z.3; Z.4</p>
<p><u>7.SP.7</u> Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>	<p>SE: 422-423, 427-431</p>	
<p><u>7.SP.7.a</u> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p>	<p>SE: 422-423, 427-431</p>	<p>IXL Skills: Seventh Grade - Z.1</p>
<p><u>7.SP.7.b</u> Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p>	<p>SE: 410-413, 422-423, 426-431</p>	<p>IXL Skills: Seventh Grade - Z.3</p>
<p><u>7.SP.8</u> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>	<p>SE: 437, 446-449</p>	
<p><u>7.SP.8.a</u> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>	<p>SE: 406, 435-437, 446-449</p>	<p>IXL Skills: Seventh Grade - Z.2; Z.6; Z.7</p>
<p><u>7.SP.8.b</u> Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</p>	<p>SE: 414-417, 434-449</p>	<p>IXL Skills: Seventh Grade - Z.5; Z.8; Z.9; Z.10; Z.11</p>
<p><u>7.SP.8.c</u> Design and use a simulation to generate frequencies for compound events.</p>	<p>SE: 424-425, 446-449</p>	<p>No correlated skills in IXL.</p>

**8TH Grade**

**8.NS The Number System**

*Know that there are numbers that are not rational, and approximate them by rational numbers.*

<p><b>8.NS.1</b> Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>	<p>SE: 7-8, 40, 43, 123, 125, 128-129, 148</p>	<p>IXL Skills: Eighth Grade - D.1; D.6</p>
<p><b>8.NS.2</b> Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., <math>\pi^2</math>).</p>	<p>SE: 116-119, 128-129, 135, 148-149, 210, 403</p>	<p>IXL Skills: Eighth Grade - F.15; F.19</p>

**8.EE Expressions and Equations**

*Work with radicals and integer exponents.*

<p><b>8.EE.1</b> Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p>	<p>SE: 96-99, 104, 147, 149, 200, 342</p>	<p>IXL Skills: Eighth Grade - F.1; F.2; F.3; F.4; F.5; F.6; F.7; F.8; F.9; F.10; F.11; F.12; Z.6; Z.7; Z.8; Z.9</p>
<p><b>8.EE.2</b> Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that the square root of 2 is irrational.</p>	<p>SE: 112-114, 120-121, 123, 147, 149, 285</p>	<p>IXL Skills: Eighth Grade - D.1; F.13; F.14; F.16; F.17; F.18</p>
<p><b>8.EE.3</b> Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.</p>	<p>SE: 100-108</p>	<p>IXL Skills: Eighth Grade - G.1; G.2</p>

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<p><u>8.EE.4</u> Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>	<p>SE: 100-104, 105-111, 115</p>	<p>IXL Skills: Eighth Grade - G.1; G.3; G.4</p>
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*Understand the connections between proportional relationships, lines, and linear equations.*

<p><u>8.EE.5</u> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p>	<p>SE: 70–73, 74–75, 346-349, 362-365, 404-407</p>	<p>IXL Skills: Eighth Grade - H.5; H.6; H.7; H.8; H.9; I.2; I.4; I.6</p>
<p><u>8.EE.6</u> Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p>	<p>SE: 343-344, 346-348, 350-354, 360, 363, 365, 377-379</p>	<p>IXL Skills: Eighth Grade - I.5; V.7; V.9; V.11; V.12</p>

*Analyze and solve linear equations and pairs of simultaneous linear equations.*

<p><u>8.EE.7</u> Solve linear equations in one variable.</p>	<p>SE: 26-36, 42-44, 53, 69, 73, 89, 159, 280, 297, 301-305, 308-313, 317, 321, 324, 327, 329, 335</p>	
<p><u>8.EE.7.a</u> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p>	<p>SE: 308-315</p>	<p>IXL Skills: Eighth Grade - U.9</p>
<p><u>8.EE.7.b</u> Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>SE: 26-36, 42- 44, 53, 69, 73, 89, 159, 280, 297, 301-303, 308-313, 317, 321, 324, 327, 329, 335</p>	<p>IXL Skills: Eighth Grade - U.2; U.3; U.4; U.5; U.6; U.7; U.8; AA.1; AA.2; AA.3</p>

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<u>8.EE.8</u> Analyze and solve pairs of simultaneous linear equations.	SE: 318-322, 327, 329, 368-372	
<u>8.EE.8.a</u> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	SE: 309–313, 318–321, 368-372	IXL Skills: Eighth Grade - Y.1; Y.2; Y.4
<u>8.EE.8.b</u> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	SE 309–313, 318-322, 328-329, 368-372	IXL Skills: Eighth Grade - Y.5; Y.6; Y.7; Y.8; Y.10
<u>8.EE.8.c</u> Solve real-world and mathematical problems leading to two linear equations in two variables.	SE: 318-322, 323, 328-329, 368, 370-372	IXL Skills: Eighth Grade - Y.3; Y.9; Y.11

## 8.F Functions

*Define, evaluate, and compare functions.*

<u>8.F.1</u> Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	SE: 66-76, 82-83, 104, 173, 360, 362-366, 400-403, 408, 413	IXL Skills: Eighth Grade - V.3; V.5; V.6
<u>8.F.2</u> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	SE: 70–73, 74–75, 404-407	IXL Skills: Eighth Grade - V.4; V.6; V.7; W.1
<u>8.F.3</u> Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	SE: 66–69, 351-354, 360, 400-403, 408, 414-415	IXL Skills: Eighth Grade - V.7; W.1

*Use functions to model relationships between quantities.*

8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	SE: 70-76, 82-83, 104, 339-342, 351-354, 357-358, 401-407	IXL Skills: Eighth Grade - H.11; H.12; I.2; I.3; I.5; I.6; V.4; V.8; V.9; V.10
8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	SE: 69, 72-73, 338-342, 352-354, 364, 366, 400-403, 404-407	IXL Skills: Eighth Grade - V.8

## 8.G Geometry

*Understand congruence and similarity using physical models, transparencies, or geometry software.*

8.G.1 Verify experimentally the properties of rotations, reflections, and translations:	SE: 220-221, 226-230, 237	
8.G.1.a Lines are taken to lines, and line segments to line segments of the same length.	SE: 174-175, 202-205, 231-234	IXL Skills: Eighth Grade - R.1; R.2; R.4; R.6
8.G.1.b Angles are taken to angles of the same measure.	SE: 170-173, 202-205, 231-234	IXL Skills: Eighth Grade - R.1; R.2; R.4; R.6
8.G.1.c Parallel lines are taken to parallel lines.	SE: 170-173, 202-205, 231-234	IXL Skills: Eighth Grade - R.1; R.2; R.4; R.6
8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	SE: 220-221, 226-229, 231-235, 237, 239-243, 245	IXL Skills: Eighth Grade - Q.9; Q.11; Q.12
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	SE: 174-180, 186-187, 220-221, 226-229, 231-235, 239-244	IXL Skills: Eighth Grade - R.3; R.5; R.7; R.8; R.9

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<p><b>8.G.4</b> Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>	<p>SE: 168-180, 190, 220–221, 222–225, 226–230, 231-235, 237, 239-243</p>	<p>IXL Skills: Eighth Grade - Q.9; Q.10; Q.30</p>
<p><b>8.G.5</b> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	<p>SE: 202-205, 206-210, 212, 218, 231- 235, 239-243, 249, 251, 254-255</p>	<p>IXL Skills: Eighth Grade - Q.1; Q.2; Q.3; Q.6; Q.8; Q.13</p>

*Understand and apply the Pythagorean Theorem.*

<p><b>8.G.6</b> Explain a proof of the Pythagorean Theorem and its converse.</p>	<p>SE: 131, 132–135, 136-137, 138–141</p>	<p>IXL Skills: Eighth Grade - O.5</p>
<p><b>8.G.7</b> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p>	<p>SE: 132-135, 138–141, 142, 143, 148-149</p>	<p>IXL Skills: Eighth Grade - O.1; O.2; O.3; O.4</p>
<p><b>8.G.8</b> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>SE: 132–135, 138-142, 148-149</p>	<p>IXL Skills: Eighth Grade - P.4</p>

*Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.*

<p><b>8.G.9</b> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p>SE: 261, 266, 267-271, 274–275, 276-280, 282-285, 287, 291-293, 305</p>	<p>IXL Skills: Eighth Grade - Q.27; Q.28; Q.29</p>
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## 8.SP Statistics and Probability

*8 Investigate patterns of association in bivariate data.*

<p><b>8.SP.1</b> Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	<p>SE: 386–389, 390–393, 394–395</p>	<p>IXL Skills: Eighth Grade - N.13</p>
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<p><u>8.SP.2</u> Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p>SE: 387-388, 390-393</p>	<p>No correlated skills in IXL.</p>
<p><u>8.SP.3</u> Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p>	<p>SE: 390-395</p>	<p>IXL Skills: Eighth Grade - H.12; V.7; V.8; V.9</p>
<p><u>8.SP.4</u> Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>	<p>SE: 396-397</p>	<p>IXL Skills: Eighth Grade - N.8; N.9; N.10; N.11</p>

**Algebra 1**

**Number and Quantity**

**N.RN The Real Number System**

*Extend the properties of exponents to rational exponents.*

<p><b>N.RN.1</b> Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.</p>	<p>SE: 509-510</p>	<p>No correlated skills in IXL.</p>
<p><b>N.RN.2</b> Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p>	<p>SE: 509-510</p>	<p>IXL Skills: Algebra - EE.1; EE.2; EE.3; EE.4; Geometry - A.4</p>

*Use properties of rational and irrational numbers.*

<p><b>N.RN.3</b> Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>	<p><i>Opportunities to address this standard can be found on the following pages: SE: 111-113, 718, 719 (Example 1a)</i></p>	<p>No correlated skills in IXL.</p>
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**N.Q Quantities**

*Reason quantitatively and use units to solve problems.*

<p><b>N.Q.1</b> 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.</p>	<p><i>Found throughout the text. See for example: SE: 17-18, 19-20, 27, 37, 42, 44-45, 47, 48, 137, 140-141, 227-228, 230-232, 429, 432-433, 519, 609, 612-613, 614, 665, 667-668, 886, 887-892, 893, 894</i></p>	<p>IXL Skills: Algebra - C.7; E.1; E.2; E.3; Geometry - A.2; U.1; U.2; U.3</p>
<p><b>N.Q.2</b> Define appropriate quantities for the purpose of descriptive modeling.</p>	<p>SE: 230, 337, 342, 888, 891, 893</p>	<p>No correlated skills in IXL.</p>
<p><b>N.Q.3</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	<p>SE: 170, 172</p>	<p>IXL Skills: Algebra - E.4; E.5; Geometry - U.4; U.5; U.6; U.7; U.8</p>

## N-VM Vector and Matrix Quantities

*Perform operations on matrices and use matrices in applications.*

<u>N.VM.6</u> Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	SE: 94	No correlated skills in IXL.
<u>N.VM.7</u> Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	SE: 95	IXL Skills: Algebra - M.4
<u>N.VM.8</u> Add, subtract, and multiply matrices of appropriate dimensions.	SE: 95	IXL Skills: Algebra - M.3; M.5

## Algebra

### A.SSE Seeing Structure in Expressions

*Interpret the structure of expressions*

<u>SSE-1</u> Interpret expressions that represent a quantity in terms of its context.	<i>Found throughout the text. See for example:</i> SE: 96, 97-98, 99, 115, 121, 126-127, 244-245, 247-249, 253, 255, 256	
<u>SSE-1.a</u> Interpret parts of an expression, such as terms, factors, and coefficients.		IXL Skills: Algebra - Z.1
<u>SSE-1.b</u> Interpret complicated expressions by viewing one or more of their parts as a single entity.		No correlated skills in IXL.
<u>SSE.2</u> Use the structure of an expression to identify ways to rewrite it.	SE: 96-98, 99-101, 105, 106, 120, 123-124, 125, 555-556, 561, 562-563, 569-570, 582, 583-584, 586-588, 592, 593-594, 596-597, 600-601, 603-604, 606-608,	IXL Skills: Algebra - H.3; I.2; V.8; Y.5; AA.2
<u>SSE-3</u> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	SE: 524, 536, 593, 594, 595, 597, 598, 601, 602, 603, 604, 607, 609, 612, 641-642, 647, 669-670	
<u>SSE.3.a</u> Factor a quadratic expression to reveal the zeros of the function it defines.		IXL Skills: Algebra - BB.5

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<u>SSE.3.b</u> Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.		IXL Skills: Algebra - BB.5
A-SSE.3.c Use the properties of exponents to transform expressions for exponential functions.		IXL Skills: Algebra - V.3; V.4; V.5; V.6; V.7; V.8; Geometry - A.3

### A.APR Arithmetic with Polynomials and Rational Expressions

*Perform arithmetic operations on polynomials*

<u>APR.1</u> 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.	SE: 554-556, 557-559, 561, 562-565, 565-568, 569-571, 572-574, 580, 581, 589, 605, 615, 616-617, 621, 624	IXL Skills: Algebra - Z.2; Z.3; Z.4; Z.5; Z.6; Z.7; Z.8; Z.9; Z.10
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*Understand the relationship between zeros and factors of polynomials*

<u>APR.3</u> 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.	SE: 607, 641-642	IXL Skills: Algebra - BB.4
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*Use polynomial identities to solve problems*

<u>A.APR.4</u> Prove polynomial identities and use them to describe numerical relationships.	SE: 569-571, 572-574, 600-602, 603-605, 741	IXL Skills: Algebra - Z.9
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*Rewrite rational expressions*

<u>A.APR.6</u> 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.	SE: 783, 784-787, 788-791, 794-797, 797-800, 810-811, 832, 835, 839, 949	IXL Skills: Algebra - GG.3; GG.4; GG.5
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<p><u>A.APR.7</u> 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.</p>	<p>SE: 802-805, 806-809, 812-815, 816-819, 826, 829, 830, 833-834, 835, 906, 949</p>	<p>IXL Skills: Algebra - GG.4; GG.6</p>
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## A.CED Creating Equations

### *Create equations that describe numbers or relationships*

<p><u>A.CED.1</u> Create equations and inequalities in one variable and use them to solve problems.</p>	<p><i>Found throughout the text. See for example:</i> SE: 137, 138-140, 143, 145-146, 150, 152-153, 155, 158-159, 358, 360-361, 365, 367-368, 371, 372-374, 380-381, 383, 385-386, 577, 579-580, 585, 588, 595, 599, 602, 604, 609, 612, 654, 665, 667-668, 675, 822, 825</p>	<p>IXL Skills: Algebra - I.3; J.1; J.1; J.8; K.2; K.13; O.4; O.5; Geometry - A.5; A.6; A.7</p>
<p><u>A.CED.2</u> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p><i>Found throughout the text. See for example:</i> SE: 37, 39-40, 218, 219-221, 226-228, 229-232, 245, 247-249, 254-255, 257-259, 263, 265, 267-268, 283-285, 286-289, 292-295, 296-299, 303-305, 306-308, 313, 315-316, 323, 324-327, 327-330, 331-332, 335-337, 338-341, 628-630, 632-634, 636, 638, 646, 648-649</p>	<p>IXL Skills: Algebra - Q.9; Q.10; Q.12; R.4; R.7; R.8; S.5; S.6; S.7; S.8; S.9; S.11; S.14; S.16; BB.1; CC.3; DD.3; GG.1; Geometry - E.3; E.4</p>
<p><u>A.CED.3</u> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p>	<p><i>Found throughout the text. See for example:</i> SE: 29, 32-33, 37, 39-40, 81, 83-84, 90, 92-93, 98, 100-101, 150, 152-153, 285, 288-289, 408, 410-411, 437, 438, 440-441, 453, 456-457, 468, 471-472</p>	<p>IXL Skills: Algebra - J.8; O.4; O.5; T.4; U.3; U.9; U.11; U.13; U.15; Geometry - A.8</p>
<p><u>A.CED.4</u> Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p>	<p>SE: 184-186, 187-189, 190, 191, 196, 197, 199, 212, 940</p>	<p>IXL Skills: Algebra - O.4; Geometry - B.7</p>

## A-REI Reasoning with Equations and Inequalities

### *Understand solving equations as a process of reasoning and explain the reasoning*

<p><b>A.REI.1</b> 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.</p>	<p><i>Found throughout the text. See for example:</i> SE: 134-137, 137-138, 141-143, 144, 148-149, 150, 154-156, 168-169, 176-178, 184-186, 191, 192-196</p>	<p>IXL Skills: Algebra - H.4; O.5</p>
<p><b>A.REI.2</b> Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>	<p>SE: 729-731, 732-734, 735, 755, 757, 758-759, 760-761, 772, 820-822, 823-826, 830, 834, 835, 906, 948-949</p>	<p>IXL Skills: Algebra - FF.3; FF.4; GG.7</p>

### *Solve equations and inequalities in one variable*

<p><b>A.REI.3</b> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>	<p>SE: 132-133, 134-137, 137-140, 141-143, 144-146, 148-150, 150-153, 154-156, 157-159, 160, 161, 163-164, 165-167, 173, 177-178, 179-181, 184-186, 187-189, 190, 191, 192-194, 196, 197, 354, 356-358, 359-361, 362, 363-365, 366-368, 369-371, 372-374, 377-378, 380-383, 384-387, 388, 390-392, 393-395</p>	<p>IXL Skills: Algebra - J.1; J.2; J.3; J.4; J.5; J.6; J.7; J.8; J.9; K.3; K.4; K.5; K.6; K.7; K.8; K.9; K.10; K.11; K.12; K.13; K.14; K.15; Geometry - A.6; A.7</p>
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### *Solve systems of equations*

<p><b>A.REI.5</b> 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.</p>	<p><i>The necessary tools for proving this statement can be found on the following pages:</i> SE: 134-135, 443, 444.</p>	<p>IXL Skills: Algebra - U.10; U.11; U.12; U.13</p>
<p><b>A.REI.6</b> Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	<p>SE: 426, 427-430, 430-433, 434, 435-438, 439-441, 442, 443, 444-447, 447-450, 451-454, 454-457, 458, 459-462, 462-465, 472, 473, 474, 475-478, 479, 480-481, 482-483, 485, 508</p>	<p>IXL Skills: Algebra - U.1; U.2; U.3; U.4; U.5; U.6; U.7; U.8; U.9; U.10; U.11; U.12; U.13; U.14; U.15; Geometry - A.8</p>
<p><b>A.REI.7</b> Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.</p>	<p><i>Materials to address this standard will be available in updates.</i></p>	<p>IXL Skills: Algebra - Q.1; Q.6; Q.9; Q.11</p>

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<p><u>A.REI.11</u> Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p>SE: 251-252, 643-646, 647-649, 651, 654, 713</p>	<p>IXL Skills: Algebra - U.2; U.3; U.4</p>
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## Functions

### F.IF Interpreting Functions

#### *Understand the concept of a function and use function notation*

<p><b>F.IF.1</b> 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 <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p>	<p>SE: 35-36, 38, 43-45, 48, 49-50, 52, 56, 57, 167, 263, 264, 266-268</p>	<p>IXL Skills: Algebra - Q.2; Q.3; Q.4; Q.5; DD.2; FF.2</p>
<p><b>F.IF.2</b> Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>	<p>SE: 262-265, 265-268, 269, 274, 275, 279, 330, 396-397, 941</p>	<p>IXL Skills: Algebra - Q.6; Q.7; Q.8; X.1; BB.2; DD.1; FF.1</p>
<p><b>F.IF.3</b> Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.</p>	<p>SE: 309-310, 539-540, A3-A4, A5</p>	<p>IXL Skills: Algebra - P.1; P.2; P.3; P.4; P.5; P.6; P.7</p>

#### *Interpret functions that arise in applications in terms of the context*

<p><b>F.IF.4</b> 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.</p>	<p>SE: 227-228, 230-232, 233, 238, 241-242, 267, 313, 315, 335-337, 339-341, 631, 633-634, 637, 639-640, 646, 648-649</p>	<p>IXL Skills: Algebra - R.1; R.2; R.3; R.6; S.4; S.10; S.17; BB.1; CC.1; CC.2; DD.3; GG.1; Geometry - E.2</p>
<p><b>F.IF.5</b> Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.</p>	<p>SE: 44-45, 46, 51, 56, 57, 217-218, 219-221, 228, 232, 233, 263, 267 313, 315, 526, 631, 633, 781</p>	<p>IXL Skills: Algebra - DD.2; FF.2</p>
<p><b>F.IF.6</b> 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.</p>	<p>SE: 237-238, 240-242, 269, 294-295, 299, 301, 304-305, 307, 326, 327-330</p>	<p>IXL Skills: Algebra - R.2; S.2; S.3; S.4</p>

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*Analyze functions using different representations*

<p><u>F.IF.7</u> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p>	<p>SE: 216-218, 219-220, 222, 225-228, 229-231, 244-246, 247-250, 251-252, 254, 257, 259, 262-265, 265-268, 269, 272-274, 275, 303, 306, 313, 315, 396-397, 521, 524-525, 532-533, 535-536, 560, 628-631, 632-634, 635-636, 638, 641-642, 643-646, 647, 650-651, 669-670, 692-693, 710-713, 714-716, 717, 766-767, 771, 773-774, 775-778, 779-781, 786-787, 792-793, A1-A2</p>	
<p><u>F.IF.7.a</u> Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>		<p>IXL Skills: Algebra - S.5; S.11; S.14; BB.1; Geometry - E.3</p>
<p><u>F.IF.7.b</u> Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p>		<p>IXL Skills: Algebra - DD.3</p>
<p><u>F.IF.7.c</u> Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>		<p>No correlated skills in IXL.</p>
<p><u>F.IF.7.d</u> Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p>		<p>IXL Skills: Algebra - GG.1</p>
<p><u>F.IF.7.e</u> Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>		<p>IXL Skills: Algebra - X.2</p>
<p><u>F.IF.8</u> Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p>	<p>SE: 225-228, 229-230, 244-246, 247-250, 283-285, 286-289, 292-295, 296-299, 302-305, 305-308, 311-313, 314-316, 344, 522, 523, 534, 535, 635-636, 638-640, 641-642, 669-670</p>	
<p><u>F.IF.8.a</u> 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.</p>		<p>IXL Skills: Algebra - BB.1; BB.5; BB.6; BB.7</p>

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<u>F.IF.8.b</u> Use the properties of exponents to interpret expressions for exponential functions.		No correlated skills in IXL.
<u>F.IF.9</u> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	SE: 396-397, 521, 532, 628-630, 776	IXL Skills: Algebra - BB.1; CC.1; CC.2; GG.1

## F-BF Building Functions

### *Build a function that models a relationship between two quantities*

<u>F.BF.1</u> Write a function that describes a relationship between two quantities.	SE: 285, 288-289, 294-295, 298-299, 304-305, 307-308, 313, 315-316, 326-327, 327-330, 331-332, 334, 335-338, 338-341, 342, 343, 348, 349, 352, 353, 520, 522-523, 524-525, 530, 531, 533, 535, 537, 686-687, 701, 778, 781, 787, 789-790, 799, 805, 808-809, 815, 817-	
<u>F.BF.1.a</u> Determine an explicit expression, a recursive process, or steps for calculation from a context.		IXL Skills: Algebra - P.5; P.6; R.7; R.8; CC.3
<u>F.BF.1.b</u> Combine standard function types using arithmetic operations.		No correlated skills in IXL.
<u>F.BF.1.c</u> Compose functions.		IXL Skills: Algebra - Q.8
<u>F.BF.2</u> Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	SE: 309-310, 539-540, A3-A4, A5	IXL Skills: Algebra - P.2; P.3; P.7

### *Build new functions from existing functions*

<u>F.BF.3</u> 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.	SE: 263-265, 265-268, 269, 274, 290-291, 396-397, 521, 524, 532, 535-536, 669-670, 710-712, 713-714, 773-774, 775-777, 779	No correlated skills in IXL.
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## F-LE Linear, Quadratic, and Exponential Models

### *Construct and compare linear, quadratic, and exponential models and solve problems*

<u>F.LE.1</u> Distinguish between situations that can be modeled with linear functions and with exponential functions.	SE: 520-523, 523-527, 531, 535, 539-540, 684-687, 688-691, 692-693	
<u>F.LE.1.a</u> Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.		No correlated skills in IXL.
<u>F.LE.1.b</u> Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.		No correlated skills in IXL.
<u>F.LE.1.c</u> Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.		IXL Skills: Algebra - P.2; P.3; P.7
<u>F.LE.2</u> 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).	SE: 44-45, 46-47, 283-285, 286-289, 292-295, 296-299, 302-305, 305-308, 309-310, 311-313, 314-316, 317, 318, 320, 321-322, 326, 327-330, 35-338, 338-341, 342, 520-523, 523-527, 530, 531-534, 535-538, 539-540, A3-A4, A5	IXL Skills: Algebra - P.5; P.6; Q.12; S.7; S.15; S.16; X.2; CC.3; Geometry - E.4; E.6
<u>F.LE.3</u> Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	<i>The opportunity to address this standard can be found on the following pages: SE: 684-687, 688-691, 770.</i>	No correlated skills in IXL.

### *Interpret expressions for functions in terms of the situation they model*

<u>F.LE.5</u> Interpret the parameters in a linear or exponential function in terms of a context.	SE: 285, 294-295, 299, 304, 327, 329-330, 522-523, 527, 533-534, 537	IXL Skills: Algebra - J.8
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## Geometry

### G.CO Congruence

#### *Experiment with transformations in the plane*

<u>G.CO.1</u> Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	SE: 246, 247, 318-319, 321	IXL Skills: Seventh Grade - P.3 Geometry - C.1
<u>G.CO.2</u> Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare	SE: 213-214	IXL Skills: Eighth Grade - R.3; R.5; R.7; Geometry - L.1; L.2; L.3; L.4; L.6; L.7; L.8; L.9; L.11; L.12; L.13; L.14
<u>G.CO.3</u> Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	SE: 214	IXL Skills: Geometry - L.10
<u>G.CO.5</u> Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	SE: 213-214, 920-921	IXL Skills: Eighth Grade - R.1; R.2; R.4; R.6; Geometry - L.1; L.3; L.6; L.9

### G.SRT Similarity, Right Triangles, and Trigonometry

#### *Understand similarity in terms of similarity transformations*

<u>G.SRT.1</u> Verify experimentally the properties of dilations given by a center and a scale factor:	<i>The opportunity to address this standard can be found on the following pages: SE: 920-921</i>	
<u>G.SRT.1.a</u> A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.		IXL Skills: Geometry - L.15
<u>G.SRT.1.b</u> The dilation of a line segment is longer or shorter in the ratio given by the scale factor.		IXL Skills: Algebra - F.7

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*Prove theorems involving similarity*

G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	SE: 174-175	IXL Skills: Algebra - F.6; Geometry - K.1; K.2; K.3; K.4; K.5; P.1; P.2; P.3; P.4; P.5; P.6; P.7; P.10; P.11
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*Define trigonometric ratios and solve problems involving right triangles*

G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	SE: 738-739, 741-742, 746, 752, 757, 760	IXL Skills: Algebra - F.13; Geometry - Q.1; Q.2; Q.3; Q.4
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**G.GPE Expressing Geometric Properties with Equations**

*Use coordinates to prove simple geometric theorems algebraically*

G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	SE: 318-320, 321-323, 330, 343, 347, 349, 353	IXL Skills: Algebra - S.17; S.18; Geometry - E.5; E.6
G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	<i>The opportunity to address this standard can be found on the following pages:</i> SE: 745-746, 747-748	IXL Skills: Algebra - G.2; Geometry - B.4; B.7
G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	SE: 750	IXL Skills: Algebra - G.8; Geometry - B.8; R.5; R.6

**Statistics and Probability**

**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).	SE: 882-885, 886, 887-892, 893, 894, 900, 901, 904-905, 950	IXL Skills: Algebra - N.2
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.	SE: 874, 875-878, 879-880, 883, 885, 887, 891-892, 893, 901, 918	IXL Skills: Algebra - JJ.1; JJ.2; JJ.4; JJ.5

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<u>S.ID.3</u> Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	SE: 878, 880, 885, 888, 891, 892, 893, 894, 901	IXL Skills: Algebra - N.5
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*Summarize, represent, and interpret data on two categorical and quantitative variables*

<u>S.ID.5</u> 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	SE: 844, 847, 848, 870	No correlated skills in IXL.
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<u>S.ID.6</u> Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	SE: 26-330, 331-332, 335-341, 342-343, 348, 349, 352-353, 942	
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<u>S.ID.6.a</u> Fit a function to the data; use functions fitted to data to solve problems in the context of the data.		No correlated skills in IXL.
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<u>S.ID.6.b</u> Informally assess the fit of a function by plotting and analyzing residuals.		IXL Skills: Algebra - N.6
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<u>S.ID.6.c</u> Fit a linear function for a scatter plot that suggests a linear association.		IXL Skills: Algebra - N.7
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*Interpret linear models*

<u>S.ID.7</u> Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	SE: 237-238, 240-241, 245, 248-249, 304-305, 338, 340, 341	No correlated skills in IXL.
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<u>S.ID.8</u> Compute (using technology) and interpret the correlation coefficient of a linear fit.	SE: 332, 333	No correlated skills in IXL.
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<u>S.ID.9</u> Distinguish between correlation and causation.	SE: 333	No correlated skills in IXL.
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**S.IC Making Inferences and Justifying Conclusions**

*Understand and evaluate random processes underlying statistical experiments*

<u>S.IC.2</u> Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.	SE: 849-850, 868-869	No correlated skills in IXL.
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*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.	SE: 871, 873-874	No correlated skills in IXL.
S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	SE: 850, 869, 874	No correlated skills in IXL.
S.IC.6 Evaluate reports based on data.	SE: 874	No correlated skills in IXL.

**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").	SE: 843, 846, 861, 865-867, 870, 930-931	IXL Skills: Algebra - II.1; II.3; Geometry - V.1; V.2
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.	SE: 862-865, 898, 901, 907, 950	IXL Skills: Algebra - II.4; II.5; Geometry - V.3
S.CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , 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.	SE: 863	No correlated skills in IXL.
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.	SE: 844, 847-848	No correlated skills in IXL.

*Use the rules of probability to compute probabilities of compound events in a uniform probability model*

<u>S.CP.6</u> 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.	SE: 863, 865	IXL Skills: Geometry - V.7
<u>S.CP.7</u> Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.	SE: 862, 864, 865, 898	No correlated skills in IXL.
<u>S.CP.8</u> Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$ , and interpret the answer in terms of the model.	SE: 862-864	No correlated skills in IXL.
<u>S.CP.9</u> Use permutations and combinations to compute probabilities of compound events and solve problems.	SE: 853, 855, 857, 859, 861-867	IXL Skills: Algebra - II.6; II.7; II.8; Geometry - V.5; V.5; V.6

**S.MD Using Probability to Make Decisions**

*Use probability to evaluate outcomes of decisions*

<u>S.MD.6</u> Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	SE: 173, 872	No correlated skills in IXL.
<u>S.MD.7</u> Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	SE: 847	No correlated skills in IXL.

Kindergarten

Reading Standards for Literature RL.K

*Key Ideas and details*

<u>RL.K.1</u> With prompting and support, ask and answer questions about key details in a text.	Handwriting Without Tears: TGK, Language Arts Link, pp. 76, 127, 166, 168 Math Link, p. 138; Science Link, p. 94	Carlos and His Teacher (Level B)	LCUoS Units 1, 2, 3, 4, 6, 7	
<u>RL.K.2</u> With prompting and support, retell familiar stories, including key details.	TGK, Language Arts Link, pp. 127, 166, 168; Math Link, p. 138; Science Link, p. 94	Carlos and His Teacher (Level B)	LCUoS Units 1, 2, 3, 4, 6, 7	
<u>RL.K.3</u> With prompting and support, identify characters, settings, and major events in a story.	TGK, Language Arts Link, pp. 127, 166, 168; Math Link, p. 138; Science Link, p. 94		LCUoS Units 1, 2, 3, 4, 6, 7	

*Craft and Structure*

<u>RL.K.4</u> Ask and answer questions about unknown words in a text.	TGK, Language Arts Link, pp. 76, 127, 143, 166, 168; Math Link, p. 138; Science Link, p. 94	Carlos and His Teacher (Level B)	LCUoS Units 1, 3, 4, 6	
<u>RL.K.5</u> Recognize common types of texts (e.g., storybooks, poems).	TGK, p. 153; Language Arts Link, pp. 76, 127, 153, 166, 168; Math Link, p. 138; Science Link, p. 94; Student Activity Books Letters and Numbers for Me, p. 81		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RL.K.6</u> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TGK, Language Arts Link, p. 29		LCUoS Units 1, 2, 3, 4, 6, 7	

*Integration of Knowledge and Ideas*

<u>RL.K.7</u> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TGK, Language Arts Link, pp. 76, 127, 166, 168; Math Link, p. 138; Science Link, p. 94	Carlos and His Teacher (Level B)	LCUoS Units 1, 2, 3, 4, 6, 7	
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<u>RL.K.9</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TGK, Language Arts Link, pp. 76, 127, 166, 168; Math Link, p. 138; Science Link, p. 94		LCUoS Units 6, 7	
<i>Range of Reading and Level of Text Complexity</i>				
<u>RL.K.10</u> Actively engage in group reading activities with purpose and understanding.	TGK, Language Arts Link, pp. 76, 127, 166, 168; Math Link, p. 138; Science Link, p. 94		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

### Reading Standards for Informational Text RI.K

#### *Key Ideas and Details*

<u>RI.K.1</u> With prompting and support, ask and answer questions about key details in a text.	TGK, Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79	Pond Life (Level B)	LCUoS Units 1, 5, 7	
<u>RI.K.2</u> With prompting and support, identify the main topic and retell key details of a text.	TGK, Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79	Pond Life (Level B)	LCUoS Units 5, 7	
<u>RI.K.3</u> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TGK, Language Arts Link, pp. 29, 76, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79		LCUoS Units 1, 2, 5, 7	

#### *Craft and Structure*

<u>RI.K.4</u> With prompting and support, ask and answer questions about unknown words in a text.	TGK, Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RI.K.5</u> Identify the front cover, back cover, and title page of a book.	TGK, Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79; Student Activity Books Letters and Numbers For Me, Cover		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

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<p><u>RI.K.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>TGK, Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79; Student Activity Books Letters and Numbers For Me, Cover</p>		<p>LCUoS Units 1, 5, 7</p>	
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*Integration of Knowledge and Ideas*

<p><u>RI.K.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>TGK, Throughout, e.g., pp. 73, 84, 87, 112, 126, 133, 141, 153, 161, 170; Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 13, 24, 27, 42, 56, 61, 69, 81, 84, 93</p>		<p>LCUoS Units 1, 3, 4, 5, 7</p>	
<p><u>RI.K.8</u> With prompting and support, identify the reasons an author gives to support points in a text.</p>		<p>Pond Life (Level B)</p>	<p>LCUoS Units 1, 3, 4, 5, 7</p>	
<p><u>RI.K.9</u> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>			<p>LCUoS Units 1, 3, 4, 5, 7</p>	

*Range of Reading and Level of Text Complexity*

<p><u>RI.K.10</u> Actively engage in group reading activities with purpose and understanding.</p>	<p>TGK, Throughout, e.g., pp. 73, 84, 87, 112, 126, 133, 141, 153, 161, 170; Language Arts Link, pp. 29, 136; Science Link, pp. 94, 96, 145; Social Studies Link, p. 79; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 13, 24, 27, 42, 56, 61, 69, 81, 84, 93</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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Reading Standards: Foundational Skills RF.K

*Print Concepts*

<p><u>RF.K.1</u> Demonstrate understanding of the organization and basic features of print.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>RF.K.1.a</u> Follow words from left to right, top to bottom, and page by page.</p>	<p>TGK, Throughout, e.g., pp. 26, 54-55, 56, 59, 62, 66, 70, 85, 87, 123, 127, 133, 146, 154, 155, 162, 169; More To Learn, pp. 57, 58, 61, 62; Support/ELL, pp. 57, 58, 60, 61, 62, 63; Technology Link, pp. 60, 61, 62, 63 Student Activity Books; Letters and Numbers For Me, Throughout, e.g., pp. 10, 25, 27, 51, 55, 61, 74, 82, 85, 92</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>RF.K.1.b</u> Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>TGK, Throughout, e.g., pp. 70, 83, 87, 96, 98-99, 113, 115, 121, 123, 124, 125, 129, 147, 150, 153, 191; More To Learn, pp. 98, 140; Support/ELL, pp. 129, 133, 147; Language Arts Link, pp. 91, 105, 130, 135, 155; Science Link, p. 145; Social Studies Link, p. 98; Technology Link, p. 131; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 10, 23, 27, 36, 38, 43, 45, 51, 52, 53, 57, 75, 78, 81</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>RF.K.1.c</u> Understand that words are separated by spaces in print.</p>	<p>TGK, Throughout, e.g., pp. 98, 111, 117, 122, B4523, 129, 139, 143, 147, 151, 153, 187; More To Learn, pp. 110, 112, 114, 116, 123; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 38, 41, 47, 51, 57, 67, 71, 75, 79, 81</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	TGK, Throughout, e.g., pp. 41, 56-59, 63, 66, 71, 77, 92, 99, 119, 121, 130, 136, 142, 148; More To Learn, pp. 56, 57, 58, 64, 71, 80, 83, 86, 90, 120, 121; Support/ELL, pp. 61, 64, 99; Technology Link, pp. 60-63, 66		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
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*Phonological Awareness*

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Carlos and His Teacher (Level B), Pond Life (Level B)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.K.2.a Recognize and produce rhyming words.	TGK, pp. 152, 153; More To Learn, pp. 140; Language Arts Link, pp. 71; Student Activity Books Letters and Numbers For Me, pp. 80, 81		LCUoS Units 3, 4, 5, 6, 7	
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	TGK, Language Arts Link, pp. 122	Pond Life (Level B)	LCUoS Units 4, 5, 6, 7	
RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.	TGK, p. 113; Student Activity Books; Letters and Numbers For Me, pp. 43		LCUoS Units 4, 5, 6, 7	
RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	TGK, p. 113; Student Activity Books ; etters and Numbers For Me, p. 43	Carlos and His Teacher (Level B), Pond Life (Level B)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TGK, p. 152; Student Activity Books Letters and Numbers For Me, p. 80		LCUoS Units 3, 4, 5, 6, 7	

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*Phonics and Word Recognition*

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.		Carlos and His Teacher (Level B)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	TGK, p. 41; More To Learn, pp. 59, 108; Language Arts Link, pp. 58, 72, 105, 128, 135; Student Activity Books Letters and Numbers For Me, pp. 12, 56, 63		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	TGK, More To Learn, p. 10		LCUoS Units 2, 3, 4, 5, 6, 7	
RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TGK, Throughout, e.g., pp. 102, 110, 117, 123, 128, 131, 135, 139, 143, 150, 152; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 40, 47, 51, 56, 59, 63, 67, 71, 78, 80		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TGK, p. 152; Student Activity Books Letters and Numbers For Me, p. 80		LCUoS Units 4, 5, 6, 7	

*Fluency*

RF.K.4 Read emergent-reader texts with purpose and understanding.	TGK, p. 49; Language Arts Link, pp. 96, 136, 153; Science Link, pp. 94, 96, 147	Carlos and His Teacher (Level B), Pond Life (Level B)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
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## Writing Standards W.K

### *Text Types and Purposes*

<p><u>W.K.1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TGK, p. 49; Language Arts Link, pp. 96, 136, 153; Science Link, pp. 94, 96, 147</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TGK, p. 49; Language Arts Link, pp. 139</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

### *Production and Distribution of Writing*

<p><u>W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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<p><u>W.K.6</u> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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*Research to Build and Present Knowledge*

<p><u>W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>TGK, Language Arts Link, pp. 96, 130, 136, 153</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TGK, Language Arts Link, pp. 96, 136, 153</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

**Speaking and Listening Standards SL.K**

*Comprehension and Collaboration*

<p><u>SL.K.1</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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<p><u>SL.K.1.a</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>TGK, Throughout, e.g., pp. 28-29, 30-31, 34-35, 41, 53, 59, 105; More To Learn, pp. 73, 87, 96, 140, 147; Support/ELL, pp. 86, 110, 121, 127, 132, 138, 146, 159; Language Arts Link, pp. 71, 76, 91, 96, 113, 127, 130, 136, 143, 153, 155, 166, 168; Math Link, pp. 133, 138; Science Link, pp. 69, 74, 80, 83, 84, 89, 94, 96, 115, 124, 126, 128, 145, 147, 165; Social Studies Link, pp. 87, 88, 95, 98, 109, 112, 119, 142, 144</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.K.1.b</u> Continue a conversation through multiple exchanges.</p>	<p>TGK, Throughout, e.g., pp. 69, 74, 79, 86, 84, 110, 120, 127, 137, 146; More To Learn, pp. 73, 87, 96, 140, 147; Support/ELL, pp. 86, 110, 121, 127, 132, 138, 146, 159; Language Arts Link, pp. 71, 76, 91, 96, 113, 127, 130, 136, 143, 153, 155, 166, 168; Math Link, pp. 133, 138; Science Link, pp. 69, 74, 80, 83, 84, 89, 94, 96, 115, 124, 126, 128, 145, 147, 165; Social Studies Link, pp. 87, 88, 95, 98, 109, 112, 119, 142, 144; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 9, 14, 19, 26, 34, 40, 49, 55, 65, 74</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.K.2</u> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>TGK, pp. 33, 41, 55, 56, 63; More To Learn, pp. 55, 80, 83, 96, 153; Language Arts Link, pp. 72, 76, 123, 134, 136, 166, 168; Math Link, pp. 41, 70, 110, 138; Science Link, pp. 74, 84, 94, 96, 121, 124, 126, 132; Social Studies Link, pp. 95, 144; Technology Link, p. 63</p>			

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<p><u>SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TGK, Throughout, e.g., pp. 28-29, 30-31, 34-35, 41, 53, 59, 105; More To Learn, pp. 73, 87, 96, 140, 147; Support/ELL, pp. 86, 110, 121, 127, 132, 138, 146, 159; Language Arts Link, pp. 71, 76, 91, 96, 113, 127, 130, 136, 143, 153, 155, 166, 168; Math Link, pp. 133, 138; Science Link, pp. 69, 74, 80, 83, 84, 89, 94, 96, 115, 124, 126, 128, 145, 147, 165; Social Studies Link, pp. 87, 88, 95, 98, 109, 112, 119, 142, 144</p>			
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*Presentation of Knowledge and Ideas*

<p><u>SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>TGK, Throughout, e.g., pp. 69, 74, 79, 86, 84, 110, 120, 127, 137, 146; More To Learn, pp. 73, 87, 96, 140, 147; Support/ELL, pp. 86, 110, 121, 127, 132, 138, 146, 159; Language Arts Link, pp. 71, 76, 91, 96, 113, 127, 130, 136, 143, 153, 155, 166, 168; Math Link, pp. 133, 138; Science Link, pp. 69, 74, 80, 83, 84, 89, 94, 96, 115, 124, 126, 128, 145, 147, 165; Social Studies Link, pp. 87, 88, 95, 98, 109, 112, 119, 142, 144; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 9, 14, 19, 26, 34, 40, 49, 55, 65, 74</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>TGK, Throughout, e.g., pp. 28-29, 30-31, 33, 56, 69, 70, 72, 76, 81, 83, 88, 93, 97, 104, 105, 122, 137, 155, 159, 164, 169; More To Learn, pp. 29, 31, 56, 61, 62, 74, 75, 76, 78, 79, 82, 84, 85, 94, 104; Support/ELL, pp. 29, 31, 60, 61, 62, 83, 84, 85, 95, 114, 149; Language Arts Link, pp. 105, 117; Math Link, pp. 78, 133, 140, 162, 164; Science Link, pp. 83, 115, 128, 145; Social Studies Link, pp. 81, 95, 109, 154, 167; Technology Link, pp. 62; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 9, 10, 12, 16, 21, 23, 28, 33, 37, 48, 65, 87, 92</p>			
<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TGK, More To Learn, pp. 73, 147; Language Arts Link, pp. 35, 113, 134, 136; Math Link, p. 138; Science Link, pp. 74, 80, 84, 89, 96, 115, 124, 126, 128, 145, 147; Social Studies Link, pp. 88, 95, 109, 142, 144</p>			

Language Standards L.K

*Conventions of Standard English*

<p>L.K.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>		<p>Carlos and His Teacher(Level B), Pond Life (Level B)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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<p><u>L.K.1.a</u> Print many upper- and lowercase letters.</p>	<p>TGK, Throughout, e.g., pp. 64, 66, 69, 77, 82, 92, 99, 105, 110, 119, 126, 137, 148; More To Learn, pp. 75, 152; Support/ELL, pp. 60, 71, 74, 80, 86, 91, 110, 127, 134, 136; Language Arts Link, p. 105; Technology Link, pp. 60, 61, 62, 68; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 9, 17, 22, 32, 39, 40, 48, 54, 65, 76</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.1.b</u> Use frequently occurring nouns and verbs.</p>	<p>TGK, Throughout, e.g., pp. 87, 98, 110, 113, 117, 125, 131, 135, 143, 149; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 27, 38, 40, 43, 47, 53, 59, 63, 71, 77</p>	<p>Carlos and His Teacher (Level B), Pond Life (Level B)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.1.c</u> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>TGK, Throughout, e.g., pp. 73, 80, 84, 91, 95, 130, 134, 147; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 13, 20, 24, 31, 35, 58, 62, 75</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.1.d</u> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>TGK, pp. 150, 151; Student Activity Books Letters and Numbers For Me, pp. 78, 79</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.1.e</u> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>TGK, pp. 34-35, 36-37, 38-39, 55; More To Learn, pp. 36, 96; Language Arts Link, pp. 35, 117</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.1.f</u> Produce and expand complete sentences in shared language activities.</p>	<p>TGK, p. 154; Language Arts Link, pp. 37, 113, 139; Sentence School® (SSK), p. 17; Student Activity Books Letters and Numbers For Me, pp. 82</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>L.K.2</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.2.a</u> Capitalize the first word in a sentence and the pronoun I.</p>	<p>TGK, pp. 122, 123, 125, 129, 131, 135, 139, 143, 147, 150, 151, 153, 155; More To Learn, pp. 110, 112, 114, 116, 123; Support/ELL, p. 131; Language Arts Link, pp. 123, 129, 155; Technology Link, pp. 125, 131; Sentence School® (SSK), Throughout, e.g., pp. 76-77, 132-133, 216-217; Student Activity Books Letters and Numbers For Me, pp. 51, 53, 57, 59, 63, 67, 71, 75, 78, 79, 81</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.2.b</u> Recognize and name end punctuation.</p>	<p>TGK, Throughout, e.g., pp. 110, 115, 121, 122, 123, 129, 135, 139, 143, 150, 151, 155; More To Learn, pp. 110, 112, 114, 116, 155; Sentence School® (SSK), Throughout, e.g., pp. 96-97, 172-173, 192-193; Student Activity Books Letters and Numbers For Me, Throughout, e.g., pp. 40, 45, 50, 51, 57, 63, 67, 71, 78, 79</p>			
<p><u>L.K.2.c</u> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>TGK, Language Arts Link, pp. 105, 128, 135</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.2.d</u> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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*Vocabulary Acquisition and Usage*

<p><u>L.K.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.4.a</u> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>TGK, More To Learn, p. 118 Language Arts Link, pp. 93, 130 Sentence School® (SSK), p. 16, “One Word, Two Meanings” Student Activity Books Letters and Numbers For Me, pp. 33, 49</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.4.b</u> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>			<p>LCUoS Units 5, 6, 7</p>	
<p><u>L.K.5</u> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>		<p>Carlos and His Teacher(Level B), Pond Life (Level B)</p>	<p>LCUoS Units 5, 6, 7</p>	
<p><u>L.K.5.a</u> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>TGK, More To Learn, pp. 33; Math Link, pp. 73; Science Link, pp. 83, 147; Sentence School® (SSK), Throughout, e.g., pp. 80-81, 96-97, 124-125, 176-177</p>	<p>Pond Life (Level B)</p>	<p>LCUoS Units 5, 6, 7</p>	
<p><u>L.K.5.b</u> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>TGK, p. 27; More To Learn, pp. 27; Language Arts Link, p. 27; Sentence School® (SSK), Throughout, e.g., pp. 16, “Opposites Book”; 28-29, 82-83, 128-129, 156-157</p>	<p>Carlos and His Teacher(Level B)</p>	<p>LCUoS Units 5, 6, 7</p>	
<p><u>L.K.5.c</u> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>TGK, Language Arts Link, p. 143; Sentence School® (SSK), Throughout, e.g., pp. 112-113, 124-125, 136-137</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>L.K.5.d</u> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>TGK, Language Arts Link, pp. 93, 120; Sentence School® (SSK), Throughout, e.g., pp. 16, “One Word, Two Meanings”; 38-39, 48-51, 60-61</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.K.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>TGK, Throughout, e.g., pp. 26, 34-39, 43, 71, 78, 89, 94, 98, 110, 113, 125, 135, 143; More To Learn, pp. 68, 75, 76, 77, 145, 149; Support/ELL, pp. 27, 31, 43, 68, 69, 76, 85; Language Arts Link, pp. 27, 34, 117, 127, 136, 141, 143, 166, 168; Math Link, p. 149; Science Link, pp. 121, 126, 128, 132, 145, 165; Social Studies Link, pp. 144, 167; Sentence School® (SSK), Throughout, e.g., pp. 52-53, 114-115, 184-185; Student Activity Books Letters and Numbers For Me, Throughout, e.g., 11, 18, 29, 34, 38, 40, 43, 53, 63, 71</p>	<p>Carlos and His Teacher(Level B)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

First Grade

Reading Standards for Literature RL.1

*Key Ideas and details*

RL.1.1 Ask and answer questions about key details in a text.	TG1st, pp. 131, 135; Support/ELL, p. 146; Language Arts Link, pp. 82, 100, 152; Social Studies Link, pp. 104, 134; Student Activity Books My Printing Book, pp. 75, 79	My Neighborhood (Level D)	LCUoS Units 1, 2, 3, 4, 6, 7	
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TG1st, Language Arts Link, pp. 82, 100, 152; Social Studies Link, p. 104	My Neighborhood (Level D)	LCUoS Units 1, 2, 3, 4, 6, 7	
RL.1.3 Describe characters, settings, and major events in a story, using key details.	TG1st, Language Arts Link, pp. 82, 100, 104; Social Studies Link, p. 104		LCUoS Units 1, 2, 3, 4, 6, 7	

*Craft and Structure*

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			LCUoS Units 1, 3, 4, 5, 6, 7	
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TG1st, Support/ELL, p. 146; Language Arts Link, pp. 80, 82, 100, 133, 152; Science Link, p. 144; Social Studies Link, pp. 104, 134	My Neighborhood (Level D)	LCUoS Units 4, 5, 6, 7	
RL.1.6 Identify who is telling the story at various points in a text.	TG1st, Support/ELL, p. 146; Language Arts Link, pp. 82, 100, 152; Social Studies Link, pp. 104, 134		LCUoS Units 1, 2, 3, 4, 6, 7	

*Integration of Knowledge and Ideas*

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	TG1st, Support/ELL, p. 146; Language Arts Link, pp. 82, 100, 152; Social Studies Link, pp. 104, 134	My Neighborhood (Level D)	LCUoS Units 1, 2, 3, 4, 6, 7	
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RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	TG1st, Support/ELL, p. 146; Language Arts Link, pp. 100, 152; Social Studies Link, p. 104		LCUoS Units 1, 2, 3, 4, 6, 7	
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*Range of Reading and Level of Text Complexity*

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	TG1st, pp. 131, 135; More To Learn, pp. 131, 137; Language Arts Link, pp. 148; Student Activity Books My Printing Book, pp. 75, 79		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
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**Reading Standards for Informational Text RI.1**

*Key Ideas and Details*

RI.1.1 Ask and answer questions about key details in a text.	TG1st, Language Arts Link, pp. 80, 133; Science Link, p. 144	Firefighters (Level F)	LCUoS Units 2, 5, 6	
RI.1.2 Identify the main topic and retell key details of a text.	TG1st, Language Arts Link, pp. 80, 133; Science Link, p. 144	Firefighters (Level F)	LCUoS Units 2, 5, 6	
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TG1st, Language Arts Link, pp. 80, 133; Science Link, p. 144		LCUoS Units 2, 3, 5, 6	

*Craft and Structure*

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			LCUoS Units 1, 4, 5, 6	
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			LCUoS Units 5, 6	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6	

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*Integration of Knowledge and Ideas*

<u>RI.1.7</u> Use the illustrations and details in a text to describe its key ideas.	TG1st, Language Arts Link, pp. 80, 133; Science Link, p. 144	Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RI.1.8</u> Identify the reasons an author gives to support points in a text.		Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RI.1.9</u> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TG1st, Social Studies Link, p. 104		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

*Range of Reading and Level of Text Complexity*

<u>RI.1.10</u> With prompting and support, read informational texts appropriately complex for grade 1.	TG1st, Language Arts Link, pp. 80, 133; Science Link, p. 144	Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
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**Reading Standards: Foundational Skills RF.1**

*Print Concepts*

<u>RF.1.1</u> Demonstrate understanding of the organization and basic features of print.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.1.a</u> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TG1st, pp. 66, 81, 89, 93, 95, 99, 105, 109, 111, 115, 118, 119, 121, 125, 129, 130, 131, 133, 135, 136; More To Learn, pp. 70, 72, 74, 93, 94; Support/ELL, pp. 93, 105; Language Arts Link, pp. 93, 95, 96, 113; Technology Link, pp. 87; Student Activity Books My Printing Book, pp. 25, 33, 37, 39, 43, 49, 53, 55, 59, 62, 63, 65, 69, 73, 74, 75, 77, 79, 80		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

*Phonological Awareness*

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<u>RF.1.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		My Neighborhood (Level D), Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.2.a</u> Distinguish long from short vowel sounds in spoken single-syllable words.	TG1st, More To Learn, pp. 66, 79, 91, 92, 116; Language Arts Link, pp. 69, 79, 91, 97	Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.2.b</u> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		My Neighborhood (Level D), Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.2.c</u> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.2.d</u> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

*Phonics and Word Recognition*

<u>RF.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.		My Neighborhood (Level D), Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.3.a</u> Know the spelling-sound correspondences for common consonant digraphs.	TG1st, More To Learn, pp. 97		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.3.b</u> Decode regularly spelled one-syllable words.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.1.3.c</u> Know final -e and common vowel team conventions for representing long vowel sounds.	TG1st, More To Learn, pp. 66; Language Arts Link, pp. 69, 79, 91, 97	Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	

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RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		My Neighborhood (Level D)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.1.3.f Read words with inflectional endings.	TG1st, pp. 71, 79, 81, 85, 89, 93, 99, 103, 105, 107, 109, 111, 115, 117, 118, 119, 121, 133; Student Activity Books My Printing Book, pp. 17, 23, 25, 29, 33, 37, 43, 47, 49, 51, 53, 55, 59, 61, 62, 63, 65, 77		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

*Fluency*

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.		My Neighborhood (Level D), Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.1.4.a Read on-level text with purpose and understanding.	TG1st, pp. 131, 135; Support/ELL, p. 146; Language Arts Link, pp. 80, 82, 100, 133, 152; Science Link, p. 144; Social Studies Link, pp. 104, 134; Student Activity Books My Printing Book, pp. 75, 79	My Neighborhood (Level D), Firefighters (Level F)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TG1st, pp. 131, 135; Support/ELL, p. 146; Language Arts Link, pp. 80, 82, 100, 133, 152; Science Link, p. 144; Social Studies Link, pp. 104, 134; Student Activity Books My Printing Book, pp. 75, 79		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

## Writing Standards W.1

### *Text Types and Purposes*

<p><u>W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>			<p>LCUoS Units 1, 2, 5, 7</p>	
<p><u>W.1.2</u> Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>TG1st, p. 137; More To Learn, p. 89; Language Arts Link, pp. 74, 96, 113, 115, 129, 133; Science Link, p. 135</p>		<p>LCUoS Units 4, 5, 6, 7</p>	
<p><u>W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>TG1st, Language Arts Link, pp. 82, 137</p>		<p>LCUoS Units 1, 2, 3,5, 7</p>	

### *Production and Distribution of Writing*

<p><u>W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>TG1st, p. 137; More To Learn, p. 89; Language Arts Link, pp. 74, 82, 113, 115, 129, 133, 137</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>W.1.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>TG1st,; Technology Link, pp. 45, 46, 47, 48, 51, 52, 56, 63</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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*Research to Build and Present Knowledge*

<p><u>W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>TG1st, p. 137; Language Arts Link, pp. 82, 133, 137</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TG1st, p. 137; More To Learn, p. 89; Language Arts Link, pp. 74, 82, 115, 129, 133, 137</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

**Speaking and Listening Standards SL.1**

*Comprehension and Collaboration*

<p><u>SL.1.1</u> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.1.1.a</u> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>TG1st, Throughout, e.g., pp. 30, 31, 44, 63, 72, 96, 121, 150; More To Learn, pp. 55, 57, 69, 83, 114; Support/ELL, p. 44; Language Arts Link, pp. 31, 69, 71, 82, 96, 100, 123, 136; Math Link, p. 107; Science Link, pp. 86, 98; Social Studies Link, pp. 68, 72, 73, 104; Technology Link, p. 87; Student Activity Books My Printing Book, Throughout, e.g., pp. 18, 40, 65, 88</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>SL.1.1.b</u> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>TG1st, Throughout, e.g., pp. 30, 31, 44, 63, 72, 96, 121, 150; More To Learn, pp. 55, 57, 69, 83, 114; Support/ELL, p. 44; Language Arts Link, pp. 31, 69, 71, 82, 96, 100, 123, 136; Math Link, p. 107; Science Link, pp. 86, 98; Social Studies Link, pp. 68, 72, 73, 104; Technology Link, p. 87; Student Activity Books My Printing Book, Throughout, e.g., pp. 18, 40, 65, 88</p>			
<p><u>SL.1.1.c</u> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>TG1st, Throughout, e.g., pp. 30, 31, 44, 63, 72, 96, 121, 150; More To Learn, pp. 55, 57, 69, 83, 114; Support/ELL, p. 44; Language Arts Link, pp. 31, 69, 71, 82, 96, 100, 123, 136; Math Link, p. 107; Science Link, pp. 86, 98; Social Studies Link, pp. 68, 72, 73, 104; Technology Link, p. 87; Student Activity Books My Printing Book, Throughout, e.g., pp. 18, 40, 65, 88</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>TG1st, Throughout, e.g., pp. 30, 31, 44, 63, 72, 96, 121, 150; More To Learn, pp. 55, 57, 69, 83, 114; Support/ELL, p. 44; Language Arts Link, pp. 31, 69, 71, 82, 96, 100, 123, 136; Math Link, p. 107; Science Link, pp. 86, 98; Social Studies Link, pp. 68, 72, 73, 104; Technology Link, p. 87; Student Activity Books My Printing Book, Throughout, e.g., pp. 18, 40, 65, 88</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>TG1st, Throughout, e.g., pp. 30, 31, 63, 72, 96, 121, 150; More To Learn, pp. 55, 57, 69, 83, 114; Language Arts Link, pp. 31, 69, 71, 82, 96, 100, 123, 136; Math Link, p. 107; Science Link, pp. 86, 98; Social Studies Link, pp. 68, 72, 73, 104; Technology Link, p. 87; Student Activity Books My Printing Book, Throughout, e.g., pp. 18, 40, 65, 88</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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*Presentation of Knowledge and Ideas*

<p><u>SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>TG1st, pp. 29, 137; More To Learn, pp. 57, 126; Support/ELL, pp. 52, 53; Language Arts Link, pp. 82, 96, 100, 115, 129, 130, 133, 152; Science Link, pp. 78, 86, 90, 111, 118, 135; Social Studies Link, pp. 67, 72, 104, 109</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.1.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TG1st, Throughout, e.g., pp. 31, 33, 43, 44, 49, 62, 67, 73, 76, 96, 108, 114, 131, 132, 142, 146; More To Learn, pp. 99, 105, 109, 125, 148; Support/ELL, pp. 101, 107, 112, 117; Language Arts Link, p. 74; Math Link, pp. 119, 122, 146, 154; Science Link, pp. 111, 118, 124, 135; Social Studies Link, p. 94; Student Activity Books My Printing Book, Throughout, e.g., pp. 19, 40, 52, 58, 75, 76, 84</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>SL.1.6</u> Produce complete sentences when appropriate to task and situation.</p>	<p>TG1st, Throughout, e.g., pp. 66, 81, 89, 93, 95, 103, 111, 118, 129, 130, 137 More To Learn, pp. 70, 72, 74, 89, 94, 121, 126, 131; Support/ELL, pp. 89, 109, 115, 125; Language Arts Link, pp. 74, 75, 82, 92, 96, 101, 113, 115, 129, 130, 137; Math Link, p. 103; Science Link, pp. 126, 135; Technology Link, pp. 87; Student Activity Books My Printing Book, Throughout, e.g., pp. 25, 33, 37, 39, 47, 55, 62, 73, 74</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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**Language Standards L.1**

*Conventions of Standard English*

<p><u>L.1.1</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>		<p>My Neighborhood (Level D), Firefighters (Level F)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.1.a</u> Print all upper- and lowercase letters.</p>	<p>TG1st, Throughout, e.g., pp. 43-46, 49, 52, 54, 56, 63, 66, 69, 73, 78-79, 85, 90-91, 98-99, 106-107, 118, 122-123, 132; More To Learn, pp. 44, 63, 82, 84, 87, 90, 107, 108, 120; Support/ELL, pp. 45, 46, 63, 67, 68, 78, 82, 90, 97, 98, 104, 112, 120, 121, 122, 126; Technology Link, pp. 46, 47, 52, 56, 63; Student Activity Books My Printing Book, Throughout, e.g., pp. 8, 10, 15, 19, 22-23, 29, 34-35, 42-43, 50- 51, 62, 66-67, 76</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>L.1.1.b</u> Use common, proper, and possessive nouns.</p>	<p>TG1st, Throughout, e.g., pp. 71, 80, 85, 92, 103, 111, 117, 121, 129, 133; More To Learn, pp. 111; Language Arts Link, pp. 80, 121; Science Link, pp. 78; Social Studies Link, pp. 72, 89; Student Activity Books My Printing Book, Throughout, e.g., pp. 17, 24, 29, 36, 47, 55, 61, 65, 73, 77</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.1.c</u> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>TG1st, pp. 81, 89, 93, 95, 99, 103, 105, 109, 111, 115, 118, 119, 121, 133; More To Learn, pp. 126; Support/ELL, pp. 81, 89, 95, 99, 109, 115, 125 Technology Link, pp. 87; Student Activity Books My Printing Book, pp. 25, 33, 37, 39, 43, 47, 49, 53, 55, 59, 62, 63, 65, 77</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.1.d</u> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>	<p>TG1st, pp. 81, 95, 99, 115, 118, 119, 129, 131; More To Learn, pp. 130; Support/ ELL, pp. 81, 95, 99, 115; Student Activity Books My Printing Book, pp. 25, 39, 43, 59, 62, 63, 73, 75</p>	<p>My Neighborhood (Level D), Firefighters (Level F)</p>	<p>LCUoS Units 5, 6, 7</p>	
<p><u>L.1.1.e</u> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p>TG1st, pp. 81, 89, 93, 95, 103, 105, 109, 129, 133; More To Learn, pp. 126; Support/ELL, pp. 81, 89, 95, 109; Technology Link, pp. 87; Student Activity Books My Printing Book, pp. 25, 33, 37, 39, 47, 49, 53, 73, 77</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.1.f</u> Use frequently occurring adjectives.</p>	<p>TG1st, More To Learn, pp. 77</p>		<p>LCUoS Units 5, 6, 7</p>	
<p><u>L.1.1.g</u> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<p>TG1st, pp. 93, 111, 125, 135; Student Activity Books My Printing Book, pp. 37, 55, 69, 79</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.1.h</u> Use determiners (e.g., articles, demonstratives).</p>	<p>TG1st, pp. 105, 121, 130, 133, 135, 136; Student Activity Books My Printing Book, pp. 49, 65, 74, 77, 79, 80</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).	TG1st, pp. 130, 131; Language Arts Link, p. 130; Student Activity Books My Printing Book, pp. 74, 75		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TG1st, pp. 129, 130 Language Arts Link, pp. 74, 129; Student Activity Books My Printing Book, pp. 73, 74		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
L.1.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
L.1.2.a Capitalize dates and names of people.	TG1st, pp. 81, 85, 89, 95, 99, 103, 105, 109, 121, 128, 129, 137; More To Learn, p. 128; Student Activity Books My Printing Book, pp. 25, 29, 33, 39, 43, 47, 49, 53, 65, 72, 73		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
L.1.2.b Use end punctuation for sentences.	TG1st, pp. 81, 89, 93, 95, 99, 103, 105, 109, 111, 115, 118, 119, 121, 125, 130, 131, 133, 136, 137; More To Learn, pp. 70, 72, 74, 93, 94, Support/ELL, pp. 81, 89, 95, 99, 109, 115, 125; Language Arts Link, pp. 81, 93, 95, 96, 105, 113; Technology Link, p. 87; Student Activity Books My Printing Book, pp. 25, 33, 37, 39, 43, 47, 49, 53, 55, 59, 62, 63, 65, 69, 74, 75, 77, 80		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
L.1.2.c Use commas in dates and to separate single words in a series.	TG1st, pp. 111, 131, 135; Language Arts Link, pp. 105; Student Activity Books My Printing Book, pp. 55, 75, 79		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

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<p><u>L.1.2.e</u> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><i>Vocabulary Acquisition and Usage</i></p>				
<p><u>L.1.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.4.a</u> Use sentence-level context as a clue to the meaning of a word or phrase.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.4.b</u> Use frequently occurring affixes as a clue to the meaning of a word.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.4.c</u> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.5</u> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.5.a</u> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>TG1st, Language Arts Link, p. 106; Math Link, pp. 108, 119; Science Link, pp. 78, 98, 126; Social Studies Link, p. 68</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.5.b</u> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>L.1.5.c</u> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.5.d</u> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>TG1st, Language Arts Link, pp. 70</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.1.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>First Grade Printing Teacher’s Guide, Throughout, e.g., pp. 29, 43, 44, 53, 57, 68, 71, 92, 100, 111, 119, 132, 134; More To Learn, pp. 53, 66, 83, 98, 104, 114, 136, 146; Support/ELL, pp. 87, 134; Language Arts Link, pp. 71, 75, 96, 100, 101, 106, 115, 121, 130, 133; Math Link, pp. 57, 147 Science Link, pp. 90, 98, 131, 144; Social Studies Link, pp. 88, 104, 112, 120; Technology Link, p. 87 Student Activity Books My Printing Book, Throughout, e.g., pp. 14, 17, 36, 44, 55, 63, 76, 78</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

Second Grade

Reading Standards for Literature RL.2

*Key Ideas and details*

<p><u>RL.2.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>TG2nd, Language Arts Link, p. 116</p>	<p>Story of the Sun (Level M)</p>	<p>LCUoS Units 1, 2, 3, 5, 7</p>	
<p><u>RL.2.2</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>		<p>Story of the Sun (Level M)</p>	<p>LCUoS Units 1, 2, 3, 5, 7</p>	
<p><u>RL.2.3</u> Describe how characters in a story respond to major events and challenges.</p>			<p>LCUoS Units 1, 2, 3, 5, 7</p>	

*Craft and Structure*

<p><u>RL.2.4</u> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>TG2nd, Language Arts Link, pp. 75, 115</p>		<p>LCUoS Units 1, 2, 3, 5, 7</p>	
<p><u>RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>			<p>LCUoS Units 1, 2, 3, 5, 7</p>	
<p><u>RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>			<p>LCUoS Units 1, 2, 3, 5, 7</p>	

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*Integration of Knowledge and Ideas*

<p><u>RL.2.7</u> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>		<p>Story of the Sun (Level M)</p>	<p>LCUoS Units 1, 2, 3, 5, 7</p>	
<p><u>RL.2.9</u> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>			<p>LCUoS Units 1, 2, 3, 5, 7</p>	

*Range of Reading and Level of Text Complexity*

<p><u>RL.2.10</u> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG2nd, pp. 104, 105, 115, 123; Language Arts Link, pp. 75, 115, 116, 143; Student Activity Books Printing Power, pp. 52, 53, 63, 71</p>	<p>Story of the Sun (Level M)</p>	<p>LCUoS Units 1, 2, 3, 5, 7</p>	
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**Reading Standards for Informational Text RI.2**

*Key Ideas and Details*

<p><u>RI.2.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>TG2nd, Language Arts Link, p. 67; Science Link, p. 82; Social Studies Link, pp. 90, 94, 109, 122, 138</p>	<p>All About Kites (Level N)</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	
<p><u>RI.2.2</u> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>		<p>All About Kites (Level N)</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	

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RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TG2nd, Social Studies Link, p. 94		LCUoS Units 1, 2, 4, 5, 6	
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*Craft and Structure*

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	TG2nd, Language Arts Link, pp. 67; Science Link, pp. 82; Social Studies Link, pp. 90, 94, 109, 122, 138		LCUoS Units 1, 2, 4, 5, 6	
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TG2nd, Language Arts Link, p. 67; Science Link, p. 82; Social Studies Link, pp. 90, 94, 109, 122, 138		LCUoS Units 1, 2, 4, 5, 6	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TG2nd, Language Arts Link, p. 67; Science Link, p. 82; Social Studies Link, pp. 90, 94, 109, 122, 138		LCUoS Units 1, 2, 4, 5, 6	

*Integration of Knowledge and Ideas*

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			LCUoS Units 1, 2, 4, 5, 6	
RI.2.8 Describe how reasons support specific points the author makes in a text.		All About Kites (Level N)	LCUoS Units 1, 2, 4, 5, 6	
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.			LCUoS Units 1, 2, 4, 5, 6	

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*Range of Reading and Level of Text Complexity*

<p><u>RI.2.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TG2nd, Language Arts Link, pp. 67; Science Link, pp. 82; Social Studies Link, pp. 85, 94, 109, 122, 138</p>	<p>All About Kites (Level N)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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**Reading Standards: Foundational Skills RF.2**

*Phonics and Word Recognition*

<p><u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<p>All About Kites (Level N)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>RF.2.3.a</u> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>TG2nd, Throughout, e.g., pp. 63, 66, 71, 73, 75, 78, 80, 82, 88, 90; More To Learn, pp. 60, 66, 75; Language Arts Link, p. 88; Student Activity Books Printing Power, Throughout, e.g., pp. 15, 16, 21, 23, 25, 28, 30, 32, 38, 40</p>	<p>All About Kites (Level N)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>RF.2.3.b</u> Know spelling-sound correspondences for additional common vowel teams.</p>	<p>TG2nd, Throughout, e.g., pp. 63, 68, 71, 75, 80, 82, 84, 86, 88, 90; More To Learn, p. 75; Language Arts Link, p. 88; Student Activity Books Printing Power, Throughout, e.g., pp. 15, 18, 21, 25, 30, 32, 34, 36, 38, 40</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>RF.2.3.c</u> Decode regularly spelled two-syllable words with long vowels.</p>	<p>TG2nd, Throughout, e.g., pp. 67, 71, 78, 81, 83, 92, 93, 94, 96, 105; Language Arts Link, p. 88; Student Activity Books Printing Power, Throughout, e.g., pp. 17, 21, 28, 31, 33, 42, 43, 44, 46, 53</p>	<p>All About Kites (Level N)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<u>RF.2.3.d</u> Decode words with common prefixes and suffixes.	TG2nd, pp. 75, 77, 78, 80, 81, 84, 94, 96, 99, 105, 117; More To Learn, p. 94; Support/ELL, p. 94; Language Arts Link, p. 114; Student Activity Books Printing Power, pp. 25, 27, 28, 30, 31, 34, 44, 46, 49, 53, 65		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.2.3.e</u> Identify words with inconsistent but common spelling-sound correspondences.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.2.3.f</u> Recognize and read grade-appropriate irregularly spelled words.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

*Fluency*

<u>RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension.		Story of the Sun (Level M)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.2.4.a</u> Read on-level text with purpose and understanding.	TG2nd, pp. 81, 95, 99, 104, 105, 107, 115, 123, 128, 129; Language Arts Link, pp. 67, 115, 116, 143; Science Link, p. 82; Social Studies Link, pp. 90, 94, 109, 122, 138; Student Activity Books Printing Power, pp. 31, 45, 49, 52, 53, 55, 63, 71, 76, 77	Story of the Sun (Level M)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.2.4.b</u> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TG2nd, pp. 81, 95, 99, 104, 105, 107, 115, 123, 128, 129; Language Arts Link, pp. 67, 115, 116, 143; Science Link, p. 82; Social Studies Link, pp. 90, 94, 109, 122, 138; Student Activity Books Printing Power, pp. 31, 45, 49, 52, 53, 55, 63, 71, 76, 77	All About Kites (Level N)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>RF.2.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

## Writing Standards W.2

### *Text Types and Purposes*

<p><u>W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>TG2nd, Language Arts Link, p. 89</p>		<p>LCUoS Units 2, 5, 6</p>	
<p><u>W.2.2</u> Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TG2nd, p. 119; Language Arts Link, pp. 67, 118, 131; Science Link, pp. 71, 95; Social Studies Link, pp. 109, 111, 119, 122, 127 Student Activity Books Printing Power, p. 67</p>		<p>LCUoS Units 1,4, 6</p>	
<p><u>W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>TG2nd, pp. 107; Language Arts Link, pp. 93, 100, 126; Student Activity Books Printing Power, p. 55</p>		<p>LCUoS Units 1, 3, 5, 7</p>	

### *Production and Distribution of Writing*

<p><u>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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<p><u>W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
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*Research to Build and Present Knowledge*

<p><u>W.2.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>TG2nd, Language Arts Link, pp. 67, 118, 131; Science Link, pp. 71, 95, 125; Social Studies Link, pp. 109, 111, 119, 122, 127, 138</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TG2nd, Language Arts Link, pp. 67, 118, 131; Science Link, pp. 71, 95, 125; Social Studies Link, pp. 109, 111, 119, 122, 127, 138</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

**Speaking and Listening Standards SL.2**

*Comprehension and Collaboration*

<p><u>SL.2.1</u> Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.2.1.a</u> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>TG2nd, Throughout, e.g., pp. 29, 30, 44, 60, 63, 65, 68, 72, 73, 77, 79, 85, 92, 99, 104, 136, 161; More To Learn, pp. 48, 61, 69, 86, 112, 116, 138; Support/ELL, p. 67; Language Arts Link, pp. 63, 66, 68, 75, 89, 105, 116; Math Link, pp. 51, 72, 110, 139, 146; Science Link, pp. 78, 82, 120; Social Studies Link, pp. 80, 90, 92, 94, 99, 106, 123, 129, 138; Technology Link, pp. 101, 107, 117 Student Activity Books Printing Power,</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<p><u>SL.2.1.b</u> Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>TG2nd, Throughout, e.g., pp. 63, 73, 77, 79, 85, 92, 99; More To Learn, p. 61; Language Arts Link, p. 75; Social Studies Link, pp. 90, 123; Student Activity Books Printing Power, Throughout, e.g., pp. 15, 23, 27, 29, 35, 47, 49</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.2.1.c</u> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>TG2nd, Throughout, e.g., pp. 29, 31, 37, 44, 55, 60, 64, 70, 101, 136, 141, 143; Language Arts Link, p. 116; Social Studies Link, p. 90; Student Activity Books Printing Power, pp. 20, 51, 83, 85</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.2.2</u> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>TG2nd, p. 99; Language Arts Link, pp. 63, 68, 75, 87, 89, 105, 116; Math Link, pp. 51, 72, 146; Science Link, pp. 71, 82, 111, 120; Social Studies Link, pp. 61, 73, 80, 90, 92, 99, 106, 123, 129, 138; Technology Link, pp. 45; Student Activity Books Printing Power, p. 49</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>SL.2.3</u> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><i>Presentation of Knowledge and Ideas</i></p>				
<p><u>SL.2.4</u> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>TG2nd, Language Arts Link, pp. 83, 89</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

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<u>SL.2.5</u> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	TG2nd, Language Arts Link, p. 83		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>SL.2.6</u> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TG2nd, pp. 91, 100, 101, 119, 121, 126-127, 131; More To Learn, pp. 61, 100, 101; Support/ELL, pp. 91; Language Arts Link, pp. 67, 83, 87, 93, 100, 118, 126, 131; Science Link, pp. 95, 111; Social Studies Link, pp. 109, 119, 122, 127; Technology Link, pp. 101, 107, 117; Student Activity Books Printing Power, pp. 41, 50, 51, 67, 69, 74-75, 79		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

## Language Standards L.2

### *Conventions of Standard English*

<u>L.2.1</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.1.a</u> Use collective nouns (e.g., group).			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.1.b</u> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	TG2nd, pp. 80, 130; More To Learn, p. 80; Support/ELL, p. 80; Technology Link, pp. 130; Student Activity Books Printing Power, pp. 30, 78		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.1.c</u> Use reflexive pronouns (e.g., myself, ourselves).			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.1.d</u> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	TG2nd, p. 130; Language Arts Link, p. 76; Technology Link, p. 130; Student Activity Books Printing Power, p. 78		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

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<u>L.2.1.e</u> Use adjectives and adverbs, and choose between them depending on what is to be modified.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.1.f</u> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	TG2nd, pp. 91, 121; Support/ELL, p. 91; Technology Link, pp. 101, 107, 117; Student Activity Books Printing Power, pp. 41, 69		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.2</u> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.2.a</u> Capitalize holidays, product names, and geographic names.	TG2nd, pp. 95, 112, 120, 121, 122, 126, 127; More To Learn, p. 128; Social Studies Link, pp. 122, 123; Student Activity Books Printing Power, pp. 45, 60, 68, 69, 74, 75		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.2.b</u> Use commas in greetings and closings of letters.	TG2nd, pp. 118, 119; More To Learn, pp. 119; Support/ELL, pp. 119; Language Arts Link, pp. 89, 118; Student Activity Books Printing Power, pp. 66, 67		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.2.c</u> Use an apostrophe to form contractions and frequently occurring possessives.	TG2nd, pp. 81, 104, 105, 106, 120; More To Learn, pp. 81, 105, 106; Support/ELL, p. 104; Language Arts Link, p. 104; Student Activity Books Printing Power, pp. 31, 52, 53, 54, 68		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.2.d</u> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			LCUoS Units 1, 2, 3, 4, 5, 6, 7	

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<u>L.2.2.e</u> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TG2nd, More To Learn, p. 91		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<i>Knowledge of Language</i>				
<u>L.2.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.3.a</u> Compare formal and informal uses of English.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<i>Vocabulary Acquisition and Usage</i>				
<u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		Story of the Sun (Level M), All About Kites (Level N)	LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.4.a</u> Use sentence-level context as a clue to the meaning of a word or phrase.	TG2nd, p. 105; Student Activity Books Printing Power, p. 53		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.4.b</u> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	TG2nd, Language Arts Link, p. 114		LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>L.2.4.c</u> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	TG2nd, p. 94; More To Learn, p. 94; Student Activity Books Printing Power, p. 44		LCUoS Units 1, 2, 3, 4, 5, 6, 7	

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<p><u>L.2.4.d</u> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>TG2nd, pp. 108, 110-111; More To Learn, p. 129; Support/ELL, p. 108; Language Arts Link, p. 108; Student Activity Books Printing Power, pp. 56, 58-59</p>	<p>Story of the Sun (Level M)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.2.4.e</u> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>TG2nd, More To Learn, p. 91</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.2.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.2.5.a</u> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>TG2nd, More To Learn, p. 65</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	
<p><u>L.2.5.b</u> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>TG2nd, More To Learn, pp. 114; Language Arts Link, p. 68</p>		<p>LCUoS Units</p>	
<p><u>L.2.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>TG2nd, Throughout, e.g., pp. 29, 31, 44, 49, 55, 60, 61, 64, 70, 88, 91, 106, 108, 114, 130, 136, 142, 161; More To Learn, p. 114; Support/ELL, pp. 61, 67, 84; Language Arts Link, pp. 31, 63, 68, 75, 87, 89, 105, 114, 116; Math Link, pp. 51, 72, 146; Science Link, pp. 71, 82, 111, 120; Social Studies Link, pp. 61, 73, 80, 90, 92, 99, 106, 123, 129, 138; Technology Link, pp. 45, 46, 50; Student Activity Books Printing Power, Throughout, e.g., pp. 11, 20, 38, 41, 54, 56, 62, 78, 88</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6, 7</p>	

Third Grade

Reading Standards for Literature RL.3

*Key Ideas and details*

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG3rd, Language Arts Link, pp. 65, 74, 89; Social Studies Link, pp. 131, 132		LCUoS Units 1, 2, 3, 4, 5, 6	
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TG3rd, Language Arts Link, pp. 65, 89; Social Studies Link, p. 131	We're in Business (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TG3rd, Language Arts Link, p. 89; Social Studies Link, pp. 131, 132		LCUoS Units 1, 2, 3, 4, 5, 6	

*Craft and Structure*

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	TG3rd, Language Arts Link, pp. 63, 81		LCUoS Units 1, 2, 3, 4, 5, 6	
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	TG3rd, Language Arts Link, pp. 65, 74		LCUoS Units 1, 2, 3, 4, 5, 6	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.			LCUoS Units 1, 2, 3, 4, 5, 6	

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*Integration of Knowledge and Ideas*

<p><u>RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>TG3rd, Language Arts Link, p. 74</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>RL.3.9</u> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>TG3rd, Language Arts Link, p. 108</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	

*Range of Reading and Level of Text Complexity*

<p><u>RL.3.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>TG3rd, Language Arts Link, pp. 65, 74, 89, 108; Social Studies Link, pp. 131, 132</p>	<p>We`re in Business (Level R)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
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**Reading Standards for Informational Text RI.3**

*Key Ideas and Details*

<p><u>RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>TG3rd, Language Arts Link, p. 71; Science Link, pp. 99, 101, 105, 111, 117, 134; Social Studies Link, pp. 53, 79, 83, 84, 88, 95, 119, 130, 144, 145</p>	<p>Rattlers (Level R)</p>	<p>LCUoS Units 1, 3, 4, 6</p>	
<p><u>RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>TG3rd, Language Arts Link, p. 71; Science Link, pp. 99, 101, 105, 111, 117, 134; Social Studies Link, pp. 53, 79, 83, 84, 88, 95, 119, 130, 144, 145</p>	<p>Rattlers (Level R)</p>	<p>LCUoS Units 1, 3, 4, 6</p>	

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<p><u>RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>			<p>LCUoS Units 1, 3, 4, 6</p>	
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*Craft and Structure*

<p><u>RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p>	<p>TG3rd, Science Link, pp. 96, 99, 101, 105, 111, 117, 120, 134; Social Studies Link, pp. 53, 56, 83, 84, 88, 95, 115, 119, 130, 136, 144, 145</p>	<p>Rattlers (Level R)</p>	<p>LCUoS Units 1, 3, 4, 6</p>	
<p><u>RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>TG3rd, Language Arts Link, p. 71; Science Link, pp. 96, 99, 101, 105, 111, 117, 120, 134; Social Studies Link, pp. 53, 56, 83, 84, 95, 115, 119, 128, 130, 136, 144, 145; Student Activity Books Cursive Handwriting, Throughout, e.g., pp. 10, 37, 54, 65, 76, 82, 87, 92</p>		<p>LCUoS Units 1, 3, 4, 6</p>	
<p><u>RI.3.6</u> Distinguish their own point of view from that of the author of a text.</p>			<p>LCUoS Units 1, 3, 4, 6</p>	

*Integration of Knowledge and Ideas*

<p><u>RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>TG3rd, Language Arts Link, p. 71; Science Link, pp. 96, 99, 101, 105, 111, 117, 120, 134; Social Studies Link, pp. 53, 56, 83, 84, 95, 115, 119, 128, 130, 136, 144, 145; Student Activity Books Cursive Handwriting, Throughout, e.g., pp. 10, 37, 54, 65, 76, 82, 87, 92</p>		<p>LCUoS Units 1, 3, 4, 6</p>	
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RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, first/second/ third in a sequence).			LCUoS Units 1, 3, 4, 6	
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.			LCUoS Units 1, 3, 4, 6	

*Range of Reading and Level of Text Complexity*

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	TG3rd, Language Arts Link, p. 71; Science Link, pp. 99, 101, 105, 111, 117, 134; Social Studies Link, pp. 53, 79, 83, 84, 88, 95, 119, 130, 144, 145	Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
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**Reading Standards: Foundational Skills RF.3**

*Phonics and Word Recognition*

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.		We`re in Business (Level R), Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	TG3rd, pp. 136, 140; More To Learn, p. 140; Support/ ELL, p. 140; Language Arts Link, pp. 110, 129; Student Activity Books Cursive Handwriting, pp. 84, 88	We`re in Business (Level R), Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
RF.3.3.b Decode words with common Latin suffixes.	TG3rd, pp. 136; More To Learn, pp. 136; Language Arts Link, pp. 118; Student Activity Books Cursive Handwriting, pp. 84	We`re in Business (Level R), Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
RF.3.3.c Decode multisyllable words.			LCUoS Units 1, 2, 3, 4, 5, 6	

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<u>RF.3.3.d</u> Read grade-appropriate irregularly spelled words.	TG3rd, Language Arts Link, pp. 113		LCUoS Units 1, 2, 3, 4, 5, 6	
<i>Fluency</i>				
<u>RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.		We`re in Business (Level R) ,Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
<u>RF.3.4.a</u> Read on-level text with purpose and understanding.	TG3rd, p. 140; More To Learn, pp. 143; Support/ELL, p. 135; Language Arts Link, pp. 65, 71, 89, 108; Science Link, pp. 96, 99, 101, 105, 111, 117, 120, 134; Social Studies Link, pp. 95, 115, 119, 128, 130, 136, 144, 145, 146; Student Activity Books Cursive Handwriting, p. 88	We`re in Business (Level R), Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
<u>RF.3.4.b</u> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	TG3rd, pp. 140; More To Learn, pp. 143; Support/ELL, p. 135; Language Arts Link, p. 65; Student Activity Books Cursive Handwriting, p. 88		LCUoS Units 1, 2, 3, 4, 5, 6	
<u>RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			LCUoS Units 1, 2, 3, 4, 5, 6	

### Writing Standards W.3

#### *Text Types and Purposes*

<u>W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.			LCUoS Units 4, 5, 6	
<u>W.3.1.a</u> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TG3rd, Language Arts Link, pp. 139; Social Studies Link, pp. 109		LCUoS Units 4, 5, 6	

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<u>W.3.1.b</u> Provide reasons that support the opinion.	TG3rd, Language Arts Link, pp. 139; Social Studies Link, pp. 109		LCUoS Units 4, 5, 6	
<u>W.3.1.c</u> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			LCUoS Units 4, 5, 6	
<u>W.3.1.d</u> Provide a concluding statement or section.	TG3rd, Language Arts Link, pp. 139; Social Studies Link, pp. 109		LCUoS Units 4, 5, 6	
<u>W.3.2</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			LCUoS Units 2, 5, 6	
<u>W.3.2.a</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG3rd, pp. 144-145; Language Arts Link, p. 138; Science Link, pp. 94, 96, 99, 141; Social Studies Link, pp. 79, 95, 104, 115, 119, 130, 132, 140, 143, 144, 145; Student Activity Books Cursive Handwriting, pp. 92-93		LCUoS Units 2, 5, 6	
<u>W.3.2.b</u> Develop the topic with facts, definitions, and details.	TG3rd, pp. 144-145; Language Arts Link, p. 138; Science Link, pp. 94, 96, 99, 141; Social Studies Link, pp. 79, 95, 104, 115, 119, 130, 132, 140, 143, 144, 145; Student Activity Books Cursive Handwriting, pp. 92-93		LCUoS Units 2, 5, 6	
<u>W.3.2.c</u> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	TG3rd, Language Arts Link, p. 98		LCUoS Units 2, 5, 6	
<u>W.3.2.d</u> Provide a concluding statement or section.	TG3rd, pp. 144-145; Language Arts Link, p. 138; Science Link, pp. 94, 96, 99, 141; Social Studies Link, pp. 79, 95, 104, 115, 119, 130, 132, 140, 143, 144, 145; Student Activity Books Cursive Handwriting, pp. 92-93		LCUoS Units 2, 5, 6	

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<u>W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			LCUoS Units 1, 2, 3, 4, 5, 6, 7	
<u>W.3.3.a</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TG3rd, Language Arts Link, pp. 75, 102, 107, 142		LCUoS Units 1, 2, 3, 5, 6	
<u>W.3.3.b</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	TG3rd, Language Arts Link, pp. 61, 75, 102, 107, 142		LCUoS Units 1, 2, 3, 5, 6	
<u>W.3.3.c</u> Use temporal words and phrases to signal event order.	TG3rd, Language Arts Link, p. 142		LCUoS Units 1, 2, 3, 5, 6	
<u>W.3.3.d</u> Provide a sense of closure.	TG3rd, Language Arts Link, pp. 75, 102, 107, 142		LCUoS Units 1, 2, 3, 5, 6	

*Production and Distribution of Writing*

<u>W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	TG3rd, pp. 139, 141, 144-145; Language Arts Link, pp. 75, 138, 142; Science Link, pp. 76, 96, 99, 141; Social Studies Link, pp. 69, 95, 104, 115, 119, 130, 132, 140, 143, 144, 145; Student Activity Books Cursive Handwriting, pp. 87, 89, 92-93		LCUoS Units 1, 2, 3, 4, 5, 6	
<u>W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	TG3rd, pp. 139, 141, 144-145 Language Arts Link, pp. 75, 138, 142; Science Link, pp. 76, 96, 99, 141; Social Studies Link, pp. 69, 95, 104, 115, 119, 130, 132, 140, 143, 144, 145; Student Activity Books Cursive Handwriting, pp. 87, 89, 92-93		LCUoS Units 1, 2, 3, 4, 5, 6	

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<p><u>W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
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*Research to Build and Present Knowledge*

<p><u>W.3.7</u> Conduct short research projects that build knowledge about a topic.</p>	<p>Third Grade Cursive Teacher’s Guide, Language Arts Link, pp. 77, 139; Science Link, pp. 96, 99, 120; Social Studies Link, pp. 79, 91, 95, 115, 119, 128, 144, 145</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>TG3rd, Language Arts Link, pp. 77, 78, 139, 142 Science Link, pp. 96, 99, 120 Social Studies Link, pp. 91, 95, 104, 115, 119, 128, 132, 143, 144, 145</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	

*Range of Writing*

<p><u>W.3.10</u> 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 discipline-specific tasks, purposes, and audiences.</p>	<p>TG3rd, Throughout, e.g., pp. 48-49, 53, 67, 73, 102, 108-109, 130, 136, 139, 146; Language Arts Link, pp. 75, 77, 98, 102, 138, 139, 142; Science Link, pp. 76, 96, 120, 141; Social Studies Link, pp. 69, 79, 95, 104, 115, 119, 128, 130, 132, 140, 143, 144, 145; Student Activity Books Cursive Handwriting, Throughout, e.g., pp. 9, 21, 27, 54, 60-61, 78, 84, 87, 94</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
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**Speaking and Listening Standards SL.3**

*Comprehension and Collaboration*

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<p><u>SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>SL.3.1.a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>TG3rd, Language Arts Link, pp. 77; Science Link, pp. 96, 111; Social Studies Link, pp. 84, 88, 104, 115, 144, 145</p>		<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>SL.3.1.b</u> Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>SL.3.1.c</u> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>SL.3.1.d</u> Explain their own ideas and understanding in light of the discussion.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
<p><u>SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	

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<u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			LCUoS Units 1, 2, 3, 4, 5, 6	
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*Presentation of Knowledge and Ideas*

<u>SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	TG3rd, pp. 144-145; Science Link, pp. 77, 87, 111, 120; Social Studies Link, pp. 69, 88, 115, 119, 128, 144, 145; Student Activity Books Cursive Handwriting, pp. 92-93		LCUoS Units 1, 2, 3, 4, 5, 6	
<u>SL.3.5</u> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			LCUoS Units 1, 2, 3, 4, 5, 6	
<u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			LCUoS Units 1, 2, 3, 4, 5, 6	

**Language Standards L.3**

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*Conventions of Standard English*

<u>L.3.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			LCUoS Units 1, 2, 3, 4, 5, 6	
<u>L.3.1.a</u> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TG3rd, Language Arts Link, pp. 60, 90		LCUoS Units 1, 2, 3, 4, 5, 6	

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L.3.1.b Form and use regular and irregular plural nouns.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.c Use abstract nouns (e.g., childhood).			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.d Form and use regular and irregular verbs.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.h Use coordinating and subordinating conjunctions.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.1.i Produce simple, compound, and complex sentences.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		We`re in Business (Level R), Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.2.a Capitalize appropriate words in titles.	TG3rd, Throughout, e.g., pp. 49, 64-65, 108-109, 120-121, 130, 138-139, 141, 146; Student Activity Books Cursive Handwriting, Throughout, e.g., pp. 18-19, 60-61, 72-73, 78, 86-87, 89, 94		LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.2.b Use commas in addresses.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.2.c Use commas and quotation marks in dialogue.	TG3rd, pp. 128, 146; Student Activity Books Cursive Handwriting, pp. 76, 94		LCUoS Units 1, 2, 3, 4, 5, 6	

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<u>L.3.2.d</u> Form and use possessives.	TG3rd, pp. 117, 141; Student Activity Books Cursive Handwriting, pp. 69, 89		LCUoS Units 1, 2, 3, 4, 5, 6	
<u>L.3.2.e</u> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		We`re in Business (Level R), Rattlers (Level R)	LCUoS Units 1, 2, 3, 4, 5, 6	
<u>L.3.2.f</u> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			LCUoS Units 1, 2, 3, 4, 5, 6	
<u>L.3.2.g</u> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			LCUoS Units 1, 2, 3, 4, 5, 6	
<i>Knowledge of Language</i>				
<u>L.3.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			LCUoS Units 1, 2, 3, 4, 5, 6	
<u>L.3.3.a</u> Choose words and phrases for effect.	TG3rd, Language Arts Link, pp. 63, 80		LCUoS Units 1, 2, 3, 4, 5, 6	
<u>L.3.3.b</u> Recognize and observe differences between the conventions of spoken and written standard English.			LCUoS Units 1, 2, 3, 4, 5, 6	
<i>Vocabulary Acquisition and Usage</i>				
<u>L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly			LCUoS Units 1, 2, 3, 4, 5, 6	

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L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/ careless, heat/preheat).	TG3rd, p. 136; More To Learn, p. 136; Language Arts Link, pp. 110, 118, 129; Student Activity Books Cursive Handwriting, p. 84		LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	TG3rd, p. 136; More To Learn, p. 136; Language Arts Link, p. 118; Student Activity Books Cursive Handwriting, p. 84		LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.			LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	TG3rd, Language Arts Link, pp. 63, 81			
L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	TG3rd, Language Arts Link, p. 80		LCUoS Units 1, 2, 3, 4, 5, 6	
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	TG3rd, Language Arts Link, pp. 100, 103		LCUoS Units 1, 2, 3, 4, 5, 6	

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<p><u>L.3.6</u> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Teacher’s Guide, Throughout, LA Link, pp. 60, 61, 71, 74–75, 77–78, 80–82, 89–90, 97, 102, 108, 110, 113, 122, 129, 138, 142; Math Link, pp. 51, 55, 57, 62, 64, 68, 70, 73, 85– 86, 106, 114, 116, 121, 123; Science Link, pp. 77, 87, 96, 111, 120, 134, 141; Social Studies Link, pp. 53, 56, 66, 69, 79, 84, 88, 104, 115, 119, 128, 144, 145; Technology Link, pp. 38, 41, 93, 112, 135; Student Activity Books, Throughout</p>	<p>Rattlers (Level R)</p>	<p>LCUoS Units 1, 2, 3, 4, 5, 6</p>	
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Fourth Grade

Reading Standards for Literature RL.4

*Key Ideas and details*

<p><u>RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Handwriting Without Tears Fourth Grade Cursive Teacher’s Guide (TG4th), More To Learn, p. 145; Language Arts Link, pp. 90, 112, 113, 121, 125, 146; Social Studies Link, pp. 126, 135</p>	<p>Literature Circles (readwritethink.org © 2013 IRA/NCTE)</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	
<p><u>RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>TG4th, More To Learn, p. 145; Language Arts Link, pp. 90, 112, 113, 121, 125, 146; Social Studies Link, pp. 126, 135</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	
<p><u>RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>TG4th, More To Learn, p. 145; Language Arts Link, pp. 90, 146; Social Studies Link, p. 126</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	

*Craft and Structure*

<p><u>RL.4.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>TG4th, Language Arts Link, p. 125</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	
<p><u>RL.4.5</u> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>TG4th, More To Learn, p. 145; Language Arts Link, pp. 90, 112, 121, 125; Social Studies Link, p. 126</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, 6</p>	

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<p><u>RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>		Literature Circles	LCUoS Units 1, 2, 4, 5, 6	
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*Integration of Knowledge and Ideas*

<p><u>RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	TG4th, Language Arts Link, p. 90; Social Studies Link, p. 135	Literature Circles	LCUoS Units 1, 2, 4, 5, 6	
<p><u>RL.4.9</u> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>			LCUoS Units 1, 2, 4, 5, 6	

*Range of Reading and Level of Text Complexity*

<p><u>RL.4.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	TG4th, More To Learn, p. 145; Language Arts Link, pp. 90, 112, 113, 121, 125, 146; Social Studies Link, pp. 126, 135	Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
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## Reading Standards for Informational Text RI.4

### *Key Ideas and Details*

<u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TG4th, Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115	Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition
<u>RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TG4th, Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115	Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition
<u>RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	TG4th, Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115	Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition

### *Craft and Structure*

<u>RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	TG4th, Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115	Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition
<u>RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.			LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition
<u>RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition

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*Integration of Knowledge and Ideas*

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	TG4th, Math Link, pp. 63; Science Link, pp. 89; Social Studies Link, pp. 55, 135	Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.			LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	TG4th, Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115	Literature Circles	LCUoS Units 1, 3, 4, Poetry, 6	Michigan History Day Competition

*Range of Reading and Level of Text Complexity*

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TG4th, Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115	Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
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**Reading Standards: Foundational Skills RF.4**

*Phonics and Word Recognition*

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Words Their Way.
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RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Words Their Way; Greek and Latin Roots
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*Fluency*

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
RF.4.4.a Read on-level text with purpose and understanding.	TG4th, More To Learn, p. 145; Language Arts Link, pp. 90, 112, 113, 121, 125, 146; Science Link, pp. 76, 89, 110, 114, 120, 128, 129; Social Studies Link, pp. 53, 74, 77, 115, 126, 135		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG4th, pp. 121, 124; More To Learn, p. 121; Language Arts Link, pp. 90, 112, 113, 121, 125, 146		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

**Writing Standards W.4**

*Text Types and Purposes*

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			LCUoS Units 2, 3, 4, 5, Poetry, 6	Four Square Writing Method; Michigan History Day Competition
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<u>W.4.1.a</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which	TG4th, Language Arts Link, pp. 96, 146		LCUoS Units 2, 3, 4, 5, Poetry, 6	6+1 Trait® Writing Model; Michigan History Day
<u>W.4.1.b</u> Provide reasons that are supported by facts and details.	TG4th, Language Arts Link, pp. 96, 146		LCUoS Units 2, 3, 4, 5, Poetry, 6	Four Square Writing Method; Michigan History Day Competition
<u>W.4.1.c</u> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).			LCUoS Units 2, 3, 4, 5, Poetry, 6	Four Square Writing Method; Michigan History Day Competition
<u>W.4.1.d</u> Provide a concluding statement or section related to the opinion presented.	TG4th, Language Arts Link, pp. 96, 146	Literature Circles	LCUoS Units 2, 3, 4, 5, Poetry, 6	Four Square Writing Method; Michigan History Day Competition
<u>W.4.2</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			LCUoS Units 3, 4, 5, Poetry, 6	Four Square Writing Method; Michigan History Day Competition
<u>W.4.2.a</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG4th, pp. 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 69, 84, 86; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 70, 71, 83, 90-91, 94		LCUoS Units 3, 4, 5, Poetry, 6	Four Square Writing Method; Michigan History Day Competition

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<p><u>W.4.2.b</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>TG4th, pp. 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 69, 84, 86; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 70, 71, 83, 90-91, 94</p>		<p>LCUoS Units 3, 4, 5, Poetry, 6</p>	<p>Four Square Writing Method; Michigan History Day Competition</p>
<p><u>W.4.2.c</u> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>			<p>LCUoS Units 3, 4, 5, Poetry, 6</p>	<p>Four Square Writing Method; Michigan History Day Competition</p>
<p><u>W.4.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Fourth Grade Cursive Teacher’s Guide, pp. 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 69, 84, 86; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 70, 71, 83, 90-91, 94</p>	<p>Literature Circles</p>	<p>LCUoS Units 3, 4, 5, Poetry, 6</p>	<p>Four Square Writing Method; Michigan History Day Competition</p>
<p><u>W.4.2.e</u> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Fourth Grade Cursive Teacher’s Guide, pp. 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 69, 84, 86; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 70, 71, 83, 90-91, 94</p>	<p>Literature Circles</p>	<p>LCUoS Units 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>
<p><u>W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			<p>LCUoS Units 1, 2, 4, 5, Poetry, 6</p>	<p>6+1 Trait® Writing Model</p>

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<u>W.4.3.a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG4th, Language Arts Link, pp. 59, 73, 140		LCUoS Units 1, 2, 4, 5, Poetry, 6	6+1 Trait® Writing Model
<u>W.4.3.b</u> Use dialogue and description to develop experiences and events or show the responses of characters to situations.	TG4th, Language Arts Link, pp. 59, 73, 140	Literature Circles	LCUoS Units 1, 2, 4, 5, Poetry, 6	6+1 Trait® Writing Model
<u>W.4.3.c</u> Use a variety of transitional words and phrases to manage the sequence of events.			LCUoS Units 1, 2, 4, 5, Poetry, 6	6+1 Trait® Writing Model
<u>W.4.3.d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.			LCUoS Units 1, 2, 4, 5, Poetry, 6	6+1 Trait® Writing Model
<u>W.4.3.e</u> Provide a conclusion that follows from the narrated experiences or events.	TG4th, Language Arts Link, pp. 59, 73, 140	Literature Circles	LCUoS Units 1, 2, Poetry, 6	

*Production and Distribution of Writing*

<u>W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG4th, pp. 112, 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 59, 69, 73, 84, 86, 96, 140, 146; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 60, 70, 71, 83, 90-91, 94		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	6+1 Trait® Writing Model; Michigan History Day Competition; Classroom reports in subject areas
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<p><u>W.4.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>TG4th, pp. 112, 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 59, 69, 73, 84, 86, 96, 140, 146; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 60, 70, 71, 83, 90-91, 94</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>
<p><u>W.4.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Google Apps for Education</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Classroom reports in subject areas</p>

*Research to Build and Present Knowledge*

<p><u>W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Fourth Grade Cursive Teacher's Guide, Language Arts Link, pp. 58, 69, 84, 86, 121; Science Link, pp. 60, 70, 76, 83, 89, 93, 100, 110, 114, 120, 122, 128, 129, 131, 142; Social Studies Link, pp. 53, 65, 74, 77, 88, 101, 109, 111, 115, 126, 127, 135, 136, 141, 145; Technology Link, pp. 144</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition Classroom reports</p>
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<p><u>W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>Fourth Grade Cursive Teacher’s Guide, pp. 122, 123, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 69, 84, 86, 121; Science Link, pp. 60, 70, 76, 83, 89, 93, 100, 110, 114, 120, 122, 128, 129, 131, 142; Social Studies Link, pp. 53, 65, 74, 77, 88, 101, 109, 111, 115, 126, 127, 135, 136, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, pp. 70, 71, 83, 90-91, 94</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Classroom reports in subject areas</p>
<p><u>W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Classroom reports in subject areas</p>
<p><u>W.4.9.a</u> Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>TG4th, More To Learn, p. 145; Language Arts Link, pp. 96, 146</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>W.4.9.b</u> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>

*Range of Writing*

<p><u>W.4.10</u> 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 discipline-specific tasks, purposes, and audiences.</p>	<p>Fourth Grade Cursive Teacher’s Guide, Throughout, e.g., pp. 48, 49, 51, 68, 77, 85, 101, 108, 118-119, 122, 123, 126, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 69, 84, 86, 121; Science Link, pp. 60, 70, 76, 83, 89, 93, 100, 110, 114, 120, 122, 128, 129, 131, 142; Social Studies Link, pp. 53, 65, 74, 77, 88, 101, 109, 111, 115, 126, 127, 135, 136, 141, 145; Technology Link, pp. 144; Student Activity Books Cursive Success, Throughout, e.g., pp. 22, 31, 37, 53, 56, 66-67, 70, 71, 74, 83, 90-91, 94</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Annie’s Big Nature Lesson</p>
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**Speaking and Listening Standards SL.4**

*Comprehension and Collaboration*

<p><u>SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>SL.4.1.a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Fourth Grade Cursive Teacher’s Guide, More To Learn, p. 145; Language Arts Link, pp. 69, 71, 84, 121, 146; Math Link, p. 133; Science Link, pp. 70, 75, 76, 83, 87, 89, 100, 110, 114, 117, 120, 128, 129, 131, 142, 143; Social Studies Link, pp. 53, 65, 74, 77, 88, 109, 115, 126, 130, 136; Technology Link, p. 144</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	

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<u>SL.4.1.b</u> Follow agreed-upon rules for discussions and carry out assigned roles.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>SL.4.1.c</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Fourth Grade Cursive Teacher’s Guide, More To Learn, p. 145; Language Arts Link, pp. 69, 71, 84, 121, 146; Math Link, p. 133; Science Link, pp. 70, 75, 76, 83, 87, 89, 100, 110, 114, 117, 120, 128, 129, 131, 142, 143; Social Studies Link, pp. 53, 65, 74, 77, 88, 109, 115, 126, 130, 136; Technology Link, p. 144	Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>SL.4.1.d</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

*Presentation of Knowledge and Ideas*

<u>SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	TG4th, More To Learn, p. 145; Language Arts Link, pp. 69, 71, 84, 121, 146; Math Link, p. 133; Science Link, pp. 70, 75, 76, 83, 87, 89, 100, 110, 114, 117, 120, 128, 129, 131, 142, 143; Social Studies Link, pp. 53, 65, 74, 77, 88, 109, 115, 126, 130, 136; Technology Link, p. 144	Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition; classroom reports
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<p><u>SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TG4th, Support/ELL, p. 61; Math Link, pp. 63, 133, 137; Science Link, pp. 60, 75, 93, 97; Social Studies Link, pp. 66, 101, 130</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports</p>
<p><u>SL.4.6</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports</p>

## Language Standards L.4

### *Conventions of Standard English*

<p><u>L.4.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Daily Oral Language</p>
<p><u>L.4.1.a</u> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>TG4th, More To Learn, p. 132; Language Arts Link, p. 86</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Daily Oral Language</p>
<p><u>L.4.1.b</u> Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Daily Oral Language</p>
<p><u>L.4.1.c</u> Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Daily Oral Language</p>

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<p><u>L.4.1.d</u> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.1.e</u> Form and use prepositional phrases.</p>	<p>TG4th, Support/ELL, p. 118</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.1.f</u> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>TG4th, pp. 112, 117, 120, 122-123, 126, 135, 142-143, 146; Support/ELL, p. 123; Language Arts Link, pp. 58, 59, 69, 73, 84, 86, 96, 112, 140, 146; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145 Technology Link, pp. 119, 144; Student Activity Books Cursive Success, pp. 60, 65, 68, 70-71, 74, 83, 90-91, 94</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>
<p><u>L.4.1.g</u> Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>TG4th, p. 121; Language Arts Link, p. 67; Student Activity Books Cursive Success, p. 69</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>

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<u>L.4.2.a</u> Use correct capitalization.	TG4th, Throughout, e.g., pp. 49, 77, 85, 100, 101, 108-111, 114-115, 121, 127, 129, 130-131, 135, 140, 141, 142-143, 146; Support/ELL, pp. 123, 141; Language Arts Link, pp. 58, 59, 69, 73, 84, 86, 96, 112, 140, 146; Science Link, pp. 60, 70, 83, 93, 100, 110, 120, 122; Social Studies Link, pp. 88, 109, 135, 141, 145; Technology Link, pp. 119, 144; Student Activity Books Cursive Success, Throughout, e.g., pp. 31, 37, 52, 53, 56-59, 62-63, 69, 75, 77, 78-79, 83, 88, 89, 90-91, 94		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>L.4.2.b</u> Use commas and quotation marks to mark direct speech and quotations from a text.	TG4th, pp. 144-145; More To Learn, p. 99; Language Arts Link, p. 59; Student Activity Books Cursive Success, pp. 92-93		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>L.4.2.c</u> Use a comma before a coordinating conjunction in a compound sentence.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.4.2.d</u> Spell grade-appropriate words correctly, consulting references as needed.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<i>Knowledge of Language</i>				
<u>L.4.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>L.4.3.a</u> Choose words and phrases to convey ideas precisely.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>L.4.3.b</u> Choose punctuation for effect.	Fourth Grade Cursive Teacher's Guide, Support/ELL, pp. 135, 144, 145		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition

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<p><u>L.4.3.c</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>TG4th, pp. 29, 38, 39, 40, 41, 45, 52, 57; More To Learn, pp. 55, 145; Language Arts Link, pp. 69, 71, 84, 121, 146; Math Link, pp. 51, 54, 63, 133, 137; Science Link, pp. 60, 70, 75, 76, 83, 87, 89, 93, 97, 100, 110, 114, 117, 120, 128, 129, 131, 142, 143; Social Studies Link, pp. 53, 65, 66, 74, 77, 88, 101, 109, 115, 126, 130, 136; Technology Link, p. 144</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><i>Vocabulary Acquisition and Usage</i></p>				
<p><u>L.4.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.4.a</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.4.b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>TG4th, p. 136; More To Learn, pp. 117, 123, 142; Language Arts Link, pp. 85, 102; Student Activity Books Cursive Success, p. 84</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Greek and Latin Roots</p>
<p><u>L.4.4.c</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>TG4th, pp. 120, 132 Support/ELL, p. 132 Language Arts Link, p. 91 Student Activity Books Cursive Success, pp. 68, 80</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>

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<p><u>L.4.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.5.a</u> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>TG4th, pp. 125; Support/ELL, pp. 125; Language Arts Link, pp. 79, 125; Student Activity Books Cursive Success, pp. 73</p>	<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.5.b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>TG4th, p. 126; Social Studies Link, pp. 126; Student Activity Books Cursive Success, p. 74</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.5.c</u> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>TG4th, pp. 116, 117</p>		<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>L.4.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>

Fifth Grade

Reading Standards for Literature RL.5

*Key Ideas and details*

<p><u>RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		<p>Literature Circles (readwritethink.org © 2013 IRA/NCTE)</p>	<p>LCUoS Units 1, 2, 4, 5, Poetry, 6</p>	
<p><u>RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, Poetry, 6</p>	
<p><u>RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, Poetry, 6</p>	

*Craft and Structure*

<p><u>RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 4, 5, Poetry, 6</p>	
<p><u>RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>			<p>LCUoS Units 1, 2, 4, 5, Poetry, 6</p>	

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RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.		Literature Circles	LCUoS Units 1, 2, 4, 5, Poetry, 6	
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*Integration of Knowledge and Ideas*

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Literature Circles	LCUoS Units 1, 2, 4, 5, Poetry, 6	
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RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			LCUoS Units 1, 2, 4, 5, Poetry, 6	
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*Range of Reading and Level of Text Complexity*

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
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**Reading Standards for Informational Text RI.5**

*Key Ideas and Details*

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		Literature Circles	LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition
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<p><u>RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>		Literature Circles	LCUoS Units 1, 3, 5, Poetry, 6	
<p><u>RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>		Literature Circles	LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition

*Craft and Structure*

<p><u>RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>		Literature Circles	LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition
<p><u>RI.5.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>			LCUoS Units 1, 3, 5, Poetry, 6	
<p><u>RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		Literature Circles	LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition

*Integration of Knowledge and Ideas*

<p><u>RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>		Literature Circles	LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition
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RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			LCUoS Units 1, 3, 5, Poetry, 6	Michigan History Day Competition

*Range of Reading and Level of Text Complexity*

RI.5.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
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**Reading Standards: Foundational Skills RF.5**

*Phonics and Word Recognition*

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
RF.5.3.a Use combined knowledge of		Literature Circles	LCUoS Units 1, 2, 3,	

*Fluency*

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
RF.5.4.a Read on-level text with purpose and understanding.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

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RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

## Writing Standards W.5

### *Text Types and Purposes*

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			LCUoS Units 1, 2, 3, Poetry, 6	Michigan History Day Competition
W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.			LCUoS Units 1, 2, 3, Poetry, 6	Michigan History Day Competition
W.5.1.b Provide logically ordered reasons that are supported by facts and details.			LCUoS Units 1, 2, 3, Poetry, 6	Michigan History Day Competition
W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		Literature Circles	LCUoS Units 1, 2, 3, Poetry, 6	Michigan History Day Competition
W.5.1.d Provide a concluding statement or section related to the opinion presented.		Literature Circles	LCUoS Units 1, 2, 3, Poetry, 6	Michigan History Day Competition
W.5.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		Literature Circles	LCUoS Units 2, 3, Poetry, 6	Michigan History Day Competition; classroom reports in subject areas.

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<p><u>W.5.2.a</u> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>			<p>LCUoS Units 2, 3, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.2.b</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>			<p>LCUoS Units 2, 3, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.2.c</u> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>		<p>Literature Circles</p>	<p>LCUoS Units 2, 3, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<p>Literature Circles</p>	<p>LCUoS Units 2, 3, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.2.e</u> Provide a concluding statement or section related to the information or explanation presented.</p>		<p>Literature Circles</p>	<p>LCUoS Units 2, 3, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			<p>LCUoS Units 1, 3, Poetry, 6</p>	
<p><u>W.5.3.a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 3, Poetry, 6</p>	

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<u>W.5.3.b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		Literature Circles	LCUoS Units 1, 3, 4, 5, Poetry, 6	
<u>W.5.3.c</u> Use a variety of transitional words and phrases to manage the sequence of events.		Literature Circles	LCUoS Units 1, 3, 4, 5, Poetry, 6	
<u>W.5.3.d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.			LCUoS Units 1, 3, 4, 5, Poetry, 6	
<u>W.5.3.e</u> Provide a conclusion that follows from the narrated experiences or events.		Literature Circles	LCUoS Units 1, 3, 4, 5, Poetry, 6	

*Production and Distribution of Writing*

<u>W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>W.5.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Google Apps for Education; Google Drive		LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition

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*Research to Build and Present Knowledge*

<p><u>W.5.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; classroom reports in subject areas.</p>
<p><u>W.5.9.a</u> Apply grade 5 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>W.5.9.b</u> Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>

*Range of Writing*

<p><u>W.5.10</u> 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 discipline-specific tasks, purposes, and audiences.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Annie's Big Nature Lesson</p>
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**Speaking and Listening Standards SL.5**

*Comprehension and Collaboration*

<p><u>SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>SL.5.1.a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>SL.5.1.b</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>SL.5.1.c</u> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	

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<p><u>SL.5.1.d</u> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>SL.5.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	
<p><u>SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	

*Presentation of Knowledge and Ideas*

<p><u>SL.5.4</u> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Classroom reports in subject areas</p>
<p><u>SL.5.5</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Classroom reports in subject areas</p>
<p><u>SL.5.6</u> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>			<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition</p>

## Language Standards L.5

### *Conventions of Standard English*

<u>L.5.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition; Classroom reports in subject areas
<u>L.5.1.a</u> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>L.5.1.b</u> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.5.1.c</u> Use verb tense to convey various times, sequences, states, and conditions.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.5.1.d</u> Recognize and correct inappropriate shifts in verb tense.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.5.1.e</u> Use correlative conjunctions (e.g., either/or, neither/nor).			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>L.5.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.5.2.a</u> Use punctuation to separate items in a series.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.5.2.b</u> Use a comma to separate an introductory element from the rest of the sentence.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language
<u>L.5.2.c</u> Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?),			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Daily Oral Language

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<u>L.5.2.d</u> Use underlining, quotation marks, or italics to indicate titles of works.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition, Daily Oral Language
<u>L.5.2.e</u> Spell grade-appropriate words correctly, consulting references as needed.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition

*Knowledge of Language*

<u>L.5.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>L.5.3.a</u> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<u>L.5.3.b</u> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

*Vocabulary Acquisition and Usage*

<u>L.5.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<u>L.5.4.a</u> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

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<p><u>L.5.4.b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>		Literature Circles	LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Greek and Latin Roots
<p><u>L.5.4.c</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	Michigan History Day Competition
<p><u>L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<p><u>L.5.5.a</u> Interpret figurative language, including similes and metaphors, in context.</p>			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<p><u>L.5.5.b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	
<p><u>L.5.5.c</u> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>			LCUoS Units 1, 2, 3, 4, 5, Poetry, 6	

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<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>		<p>Literature Circles</p>	<p>LCUoS Units 1, 2, 3, 4, 5, Poetry, 6</p>	<p>Michigan History Day Competition; Classroom reports in subject areas</p>
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Sixth Grade

Reading Standards for Literature RL.6

*Key Ideas and details*

<p><u>RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>Literature Circles (readwritethink.org © 2013 IRA/NCTE)</p>	<p><i>In the Middle; Writing Workshop: New Understandings About Writing, Reading, and</i></p>	
<p><u>RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>			<p><i>In the Middle; Writing Workshop</i></p>	
<p><u>RL.6.3</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>		<p>Literature Circles</p>		

*Craft and Structure*

<p><u>RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>		<p>Literature Circles</p>		
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<p><u>RL.6.5</u> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>		Literature Circles		
<p><u>RL.6.6</u> Explain how an author develops the point of view of the narrator or speaker in a text.</p>		Literature Circles		

*Integration of Knowledge and Ideas*

<p><u>RL.6.7</u> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>				
<p><u>RL.6.9</u> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>				

*Range of Reading and Level of Text Complexity*

<p><u>RL.6.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		Literature Circles		
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## Reading Standards for Informational Text RI.6

### *Key Ideas and Details*

<p><u>RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		Literature Circles		National History Day competition; Classroom reports in subject areas.
<p><u>RI.6.2</u> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		Literature Circles		
<p><u>RI.6.3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>		Literature Circles		

### *Craft and Structure*

<p><u>RI.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>		Literature Circles		
<p><u>RI.6.5</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>		Literature Circles		
<p><u>RI.6.6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>				National History Day competition

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*Integration of Knowledge and Ideas*

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				National History Day competition
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				National History Day competition
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).				National History Day competition

*Range of Reading and Level of Text Complexity*

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Literature Circles		National History Day competition
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**Writing Standards W.6**

*Text Types and Purposes*

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.			<i>In the Middle; Writing Workshop: Alcott</i>	National History Day competition
W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.			In the Middle; Writing Workshop	National History Day competition

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<p><u>W.6.1.b</u> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.6.1.c</u> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.6.1.d</u> Establish and maintain a formal style.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.6.1.e</u> Provide a concluding statement or section that follows from the argument presented.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.6.2</u> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.6.2.a</u> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>

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<u>W.6.2.b</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.6.2.c</u> Use appropriate transitions to clarify the relationships among ideas and concepts.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.6.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.		Literature Circles	In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.6.2.e</u> Establish and maintain a formal style.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.6.2.f</u> Provide a concluding statement or section that follows from the information or explanation presented.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.6.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			In the Middle; Writing Workshop	
<u>W.6.3.a</u> Orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			In the Middle; Writing Workshop	

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<u>W.6.3.b</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			In the Middle; Writing Workshop	
<u>W.6.3.c</u> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			In the Middle; Writing Workshop	
<u>W.6.3.d</u> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		Literature Circles	In the Middle; Writing Workshop	
<u>W.6.3.e</u> Provide a conclusion that follows from the narrated experiences or events.			In the Middle; Writing Workshop	
<i>Production and Distribution of Writing</i>				
<u>W.6.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.6.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

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<p><u>W.6.6</u> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages</p>	<p>Google Apps for Education; Google Drive</p>		<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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*Research to Build and Present Knowledge*

<p><u>W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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<p><u>W.6.8</u> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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<p><u>W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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<p><u>W.6.9.a</u> Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>			<p>In the Middle; Writing Workshop</p>	
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<p><u>W.6.9.b</u> Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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*Range of Writing*

<p><u>W.6.10</u> 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 discipline-specific tasks, purposes, and audiences.</p>			<p>In the Middle; Writing Workshop</p>	
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**Speaking and Listening Standards SL.6**

*Comprehension and Collaboration*

<p><u>SL.6.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>		<p>Literature Circles</p>		
<p><u>SL.6.1.a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p>Literature Circles</p>		

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<p><u>SL.6.1.b</u> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>		Literature Circles		
<p><u>SL.6.1.c</u> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>		Literature Circles		
<p><u>SL.6.1.d</u> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		Literature Circles		
<p><u>SL.6.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>				
<p><u>SL.6.3</u> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>				
<p><i>Presentation of Knowledge and Ideas</i></p>				
<p><u>SL.6.4</u> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			In class presentations, all disciplines	National History Day competition; classroom reports in subject areas

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<u>SL.6.5</u> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			In class presentations, all disciplines	National History Day competition; classroom reports in subject areas
<u>SL.6.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			In class presentations, all disciplines	National History Day competition; classroom reports in subject areas

## Language Standards L.6

### *Conventions of Standard English*

<u>L.6.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			In the Middle; Writing Workshop	National History Day competition
<u>L.6.1.a</u> Ensure that pronouns are in the proper case (subjective, objective, possessive).				
<u>L.6.1.b</u> Use intensive pronouns (e.g., myself, ourselves).			In the Middle; Writing Workshop	
<u>L.6.1.c</u> Recognize and correct inappropriate shifts in pronoun number and person.				
<u>L.6.1.d</u> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			In the Middle; Writing Workshop	
<u>L.6.1.e</u> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			In the Middle; Writing Workshop	

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<u>L.6.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>L.6.2.a</u> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				
<u>L.6.2.b</u> Spell Correctly				National History Day competition
<i>Knowledge of Language</i>				
<u>L.6.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			In the Middle; Writing Workshop	National History Day competition
<u>L.6.3.a</u> Vary sentence patterns for meaning, reader/listener interest, and style.			In the Middle; Writing Workshop	National History Day competition
<u>L.6.3.b</u> Maintain consistency in style and tone.			In the Middle; Writing Workshop	National History Day competition
<i>Vocabulary Acquisition and Usage</i>				
<u>L.6.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		Literature Circles		
<u>L.6.4.a</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Literature Circles		

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<p><u>L.6.4.b</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>		Literature Circles	<a href="http://www.sharemylesson.com/teaching-resource/Latin-Roots-and-Prefixes-Mini-Lesson-1-50000849/">http://www.sharemylesson.com/teaching-resource/Latin-Roots-and-Prefixes-Mini-Lesson-1-50000849/</a>	
<p><u>L.6.4.c</u> Consult 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 or its part of speech.</p>		Literature Circles		National History Day competition
<p><u>L.6.4.d</u> 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).</p>		Literature Circles		
<p><u>L.6.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		Literature Circles	In the Middle; Writing Workshop	
<p><u>L.6.5.a</u> Interpret figures of speech (e.g., personification) in context.</p>		Literature Circles	In the Middle; Writing Workshop	
<p><u>L.6.5.b</u> Use the relationship between particular words (e.g., cause/effect, part/whole, item/ category) to better understand each of the words.</p>		Literature Circle	In the Middle; Writing Workshop	National History Day competition

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<p><u>L.6.5.c</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>				
<p><u>L.6.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Literature Circles</p>	<p>In the Middle; Writing Workshop</p>	<p>National History Day competition</p>

Seventh Grade

Reading Standards for Literature RL.7

*Key Ideas and details*

<p><u>RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>Literature Circles (readwritethink.org © 2013 IRA/NCTE)</p>		
<p><u>RL.7.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>				
<p><u>RL.7.3</u> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>		<p>Literature Circles</p>		

*Craft and Structure*

<p><u>RL.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>		<p>Literature Circles</p>	<p><a href="http://www.sharemylesson.com/teaching-resource/Poetry-Unit-6040534/">http://www.sharemylesson.com/teaching-resource/Poetry-Unit-6040534/</a></p>	
<p><u>RL.7.5</u> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>			<p><a href="http://www.sharemylesson.com/teaching-resource/Poetry-Unit-6040534/">http://www.sharemylesson.com/teaching-resource/Poetry-Unit-6040534/</a></p>	

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<p><u>RL.7.6</u> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>		Literature Circles		
<p><i>Integration of Knowledge and Ideas</i></p>				
<p><u>RL.7.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>				
<p><u>RL.7.9</u> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>				
<p><i>Range of Reading and Level of Text Complexity</i></p>				
<p><u>RL.7.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		Literature Circles	<a href="http://www.sharemylesson.com/teaching-resource/Poetry-Unit-6040534/">http://www.sharemylesson.com/teaching-resource/Poetry-Unit-6040534/</a>	

Reading Standards for Informational Text RI.7

*Key Ideas and Details*

<p><u>RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		Literature Circles		National History Day competition; classroom reports in subject areas
<p><u>RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>		Literature Circles		
<p><u>RI.7.3</u> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>		Literature Circles		National History Day competition

*Craft and Structure*

<p><u>RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>		Literature Circles		National History Day competition
<p><u>RI.7.5</u> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>				

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RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				National History Day competition
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*Integration of Knowledge and Ideas*

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).				
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RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.				National History Day competition
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RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				
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*Range of Reading and Level of Text Complexity*

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Literature Circles		National History Day competition
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## Writing Standards W.7

### *Text Types and Purposes*

<u>W.7.1</u> Write arguments to support claims with clear reasons and relevant evidence.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.7.1.a</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.7.1.b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.7.1.c</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.7.1.d</u> Establish and maintain a formal style.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.7.1.e</u> Provide a concluding statement or section that follows from and supports the argument presented.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

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<p><u>W.7.2</u> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.2.a</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.2.b</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.2.c</u> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<p>Literature Circles</p>	<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.2.e</u> Establish and maintain a formal style.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>

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<p><u>W.7.2.f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.7.3.a</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.7.3.b</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.7.3.c</u> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.7.3.d</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.7.3.e</u> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			<p>In the Middle; Writing Workshop</p>	

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*Production and Distribution of Writing*

<p><u>W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.6</u> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>Google Apps for Education; Google Drive</p>			<p>National History Day competition; classroom reports in subject areas</p>

*Research to Build and Present Knowledge*

<p><u>W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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<p><u>W.7.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.7.9.a</u> Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.7.9.b</u> Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition</p>

*Range of Writing*

<p><u>W.7.10</u> 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 discipline-specific tasks, purposes, and audiences.</p>			<p>In the Middle; Writing Workshop</p>	
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**Speaking and Listening Standards SL.7**

*Comprehension and Collaboration*

<p><u>SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		<p>Literature Circles</p>		
<p><u>SL.7.1.a</u> Come to discussions prepared, having read or researched required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		<p>Literature Circles</p>		
<p><u>SL.7.1.b</u> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		<p>Literature Circles</p>		

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<p><u>SL.7.1.c</u> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>		Literature Circles		
<p><u>SL.7.1.d</u> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		Literature Circles		National History Day competition
<p><u>SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>				National History Day competition
<p><u>SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>				

*Presentation of Knowledge and Ideas*

<p><u>SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			In class presentations, all disciplines	National History Day competition; classroom reports in subject areas
<p><u>SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>			In class presentations, all disciplines	National History Day competition; classroom reports in subject areas

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<p><u>SL.7.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			<p>In class presentations, all disciplines</p>	<p>National History Day competition; classroom reports in subject areas</p>
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**Language Standards L.7**

*Conventions of Standard English*

<p><u>L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>L.7.1.a</u> Explain the function of phrases and clauses in general and their function in specific sentences.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>L.7.1.b</u> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>L.7.1.c</u> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>L.7.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition</p>
<p><u>L.7.2.a</u> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>L.7.2.b</u> Spell correctly.</p>				

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*Knowledge of Language*

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

*Vocabulary Acquisition and Usage*

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		Literature Circles		
L.7.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Literature Circles		
L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		Literature Circles	<a href="http://www.sharemylesson.com/teaching-resource/Latin-Roots-and-amp-Prefixes-Mini-Lesson-1-50000849/">http://www.sharemylesson.com/teaching-resource/Latin-Roots-and-amp-Prefixes-Mini-Lesson-1-50000849/</a>	

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<p><u>L.7.4.c</u> 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 or its part of speech.</p>		Literature Circles		
<p><u>L.7.4.d</u> 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).</p>		Literature Circles		
<p><u>L.7.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		Literature Circles	In the Middle; Writing Workshop	
<p><u>L.7.5.a</u> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>		Literature Circles		
<p><u>L.7.5.b</u> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>		Literature Circles		
<p><u>L.7.5.c</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>				

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<p><u>L.7.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Literature Circles</p>	<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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Eighth Grade

Reading Standards for Literature RL.8

*Key Ideas and details*

<p><u>RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>		<p>Literature Circles          (readwritethink.org ©          2013 IRA/NCTE)</p>		
<p><u>RL.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>		<p>Literature Circles</p>		
<p><u>RL.8.3</u> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>		<p>Literature Circles</p>		

*Craft and Structure*

<p><u>RL.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		<p>Literature Circles</p>		
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<p><u>RL.8.5</u> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>				
<p><u>RL.8.6</u> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>		Literature Circles		

*Integration of Knowledge and Ideas*

<p><u>RL.8.7</u> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>				
<p><u>RL.8.9</u> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>				

*Range of Reading and Level of Text Complexity*

<p><u>RL.8.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>		Literature Circles		
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## Reading Standards for Informational Text RI.8

### *Key Ideas and Details*

<p><u>RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>		Literature Circles		National History Day competition
<p><u>RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>		Literature Circles		National History Day competition
<p><u>RI.8.3</u> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>		Literature Circles		

### *Craft and Structure*

<p><u>RI.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		Literature Circles		
<p><u>RI.8.5</u> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>				

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<p><u>RI.8.6</u> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>				
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*Integration of Knowledge and Ideas*

<p><u>RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>				<p>National History Day competition; Classroom projects</p>
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<p><u>RI.8.8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>				<p>National History Day competition; Classroom reports in subject areas</p>
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<p><u>RI.8.9</u> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>				
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*Range of Reading and Level of Text Complexity*

<p><u>RI.8.10</u> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>		<p>Literature Circles</p>		
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## Writing Standards W.8

### *Text Types and Purposes*

<p><u>W.8.1</u> Write arguments to support claims with clear reasons and relevant evidence.</p>		Literature Circles	In the Middle; Writing Workshop; <a href="http://www.scoop.it/t/middle-school-english-and-reading/">http://www.scoop.it/t/middle-school-english-and-reading/</a>	National History Day competition; classroom reports in subject areas
<p><u>W.8.1.a</u> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>			In the Middle; Writing Workshop; <a href="http://www.scoop.it/t/middle-school-english-and-reading/">http://www.scoop.it/t/middle-school-english-and-reading/</a>	National History Day competition; classroom reports in subject areas
<p><u>W.8.1.b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>			In the Middle; Writing Workshop; <a href="http://www.scoop.it/t/middle-school-english-and-reading/">http://www.scoop.it/t/middle-school-english-and-reading/</a>	National History Day competition; classroom reports in subject areas
<p><u>W.8.1.c</u> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<p><u>W.8.1.d</u> Establish and maintain a formal style.</p>			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

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<u>W.8.1.e</u> Provide a concluding statement or section that follows from and supports the argument presented.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.8.2</u> Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.8.2.a</u> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.8.2.b</u> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.8.2.c</u> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>W.8.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.		Literature Circles	In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

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<p><u>W.8.2.e</u> Establish and maintain a formal style.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.8.2.f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.8.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.8.3.a</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.8.3.b</u> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>			<p>In the Middle; Writing Workshop</p>	
<p><u>W.8.3.c</u> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>			<p>In the Middle; Writing Workshop</p>	

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<p><u>W.8.3.d</u> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>		Literature Circles	In the Middle; Writing Workshop	
<p><u>W.8.3.e</u> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			In the Middle; Writing Workshop	
<p><i>Production and Distribution of Writing</i></p>				
<p><u>W.8.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<p><u>W.8.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<p><u>W.8.6</u> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	Google Apps for Education; Google Drive			National History Day competition; classroom reports in subject areas

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*Research to Build and Present Knowledge*

<p><u>W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>				<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>				<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			<p>In the Middle; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
<p><u>W.8.9.a</u> Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>			<p>In the Middle; Writing Workshop</p>	

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<p><u>W.8.9.b</u> Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		Literature Circles	In the Middle; Writing Workshop	National History Day competition
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*Range of Writing*

<p><u>W.8.10</u> 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 discipline-specific tasks, purposes, and audiences.</p>			In the Middle; Writing Workshop	
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**Speaking and Listening Standards SL.8**

*Comprehension and Collaboration*

<p><u>SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>		Literature Circles		
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<p><u>SL.8.1.a</u> Come to discussions prepared, having read or studied required material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		Literature Circles		
<p><u>SL.8.1.b</u> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		Literature Circles		
<p><u>SL.8.1.c</u> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>		Literature Circles		
<p><u>SL.8.1.d</u> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>		Literature Circles		
<p><u>SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>				National History Day competition

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<p><u>SL.8.3</u> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>				
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*Presentation of Knowledge and Ideas*

<p><u>SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			<p>In class presentations, all disciplines</p>	<p>National History Day competition; Classroom reports in subject areas</p>
<p><u>SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			<p>In class presentations, all disciplines</p>	<p>National History Day competition; Classroom reports in subject areas</p>
<p><u>SL.8.6</u> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			<p>In class presentations, all disciplines</p>	<p>National History Day competition;</p>

Language Standards L.8

*Conventions of Standard English*

<p><u>L.8.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p>In the Middle; Writing Workshop; Writing Workshop</p>	<p>National History Day competition; classroom reports in subject areas</p>
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<u>L.8.1.a</u> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		<a href="http://sharemylesson.com/teaching-resource/English-Grammar-Card-3001235/">sharemylesson.com/teaching-resource/English-Grammar-Card-3001235/</a>		
<u>L.8.1.b</u> Form and use verbs in the active and passive voice.		<a href="http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=6031388">http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=6031388</a>	In the Middle; Writing Workshop;	
<u>L.8.1.c</u> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		<a href="http://sharemylesson.com/teaching-resource/English-Grammar-Card-3001235/">sharemylesson.com/teaching-resource/English-Grammar-Card-3001235/</a>	In the Middle; Writing Workshop;	
<u>L.8.1.d</u> Recognize and correct inappropriate shifts in verb voice and mood.			In the Middle; Writing Workshop	
<u>L.8.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas
<u>L.8.2.a</u> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			In the Middle; Writing Workshop	
<u>L.8.2.b</u> Use an ellipsis to indicate an omission.			In the Middle; Writing Workshop	
<u>L.8.2.c</u> Spell correctly.				
<i>Knowledge of Language</i>				
<u>L.8.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

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<p><u>L.8.3.a</u> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>			<p>In the Middle; Writing Workshop; sharemylesson.com/teaching-resource/English-Grammar-Card-3001235/</p>	
<p><i>Vocabulary Acquisition and Usage</i></p>				
<p><u>L.8.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>		<p>Literature Circles</p>		
<p><u>L.8.4.a</u> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p>Literature Circles</p>		
<p><u>L.8.4.b</u> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>		<p><a href="http://www.sharemylesson.com/teaching-resource/Latin-Roots-and-amp-Prefixes-Mini-Lesson-1-50000849/">http://www.sharemylesson.com/teaching-resource/Latin-Roots-and-amp-Prefixes-Mini-Lesson-1-50000849/</a></p>		
<p><u>L.8.4.c</u> 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 or its part of speech.</p>		<p>Literature Circles</p>		

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<p><u>L.8.4.d</u> 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).</p>		Literature Circles		
<p><u>L.8.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		Literature Circles	In the Middle; Writing Workshop	
<p><u>L.8.5.a</u> Interpret figures of speech (e.g., verbal irony, puns) in context.</p>		Literature Circles		
<p><u>L.8.5.b</u> Use the relationship between particular words to better understand each of the words.</p>		Literature Circles		
<p><u>L.8.5.c</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute.).</p>				
<p><u>L.8.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		Literature Circles	In the Middle; Writing Workshop	National History Day competition; classroom reports in subject areas

## Kindergarten

### SCIENCE PROCESSES

#### Inquiry Process

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

<u>S.IP.00.11</u> Make purposeful observation of the natural world using the appropriate senses.
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<u>S.IP.00.12</u> Generate questions based on observations.
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<u>S.IP.00.13</u> Plan and conduct simple investigations.
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<u>S.IP.00.14</u> Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.
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<u>S.IP.00.15</u> Make accurate measurements with appropriate (non-standard) units for the measurement tool.
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<u>S.IP.00.16</u> Construct simple charts from data and observations.
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#### Inquiry Analysis and Communication

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*S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

<u>S.IA.00.12</u> Share ideas about science through purposeful conversation.
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<u>S.IA.00.13</u> Communicate and present findings of observations.
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<u>S.IA.00.14</u> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
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## Reflection and Social Implications

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*S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.*

S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

## PHYSICAL SCIENCE

### Force and Motion

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*P.FM.E.1 Position- A position of an object can be described by locating the object relative to other objects or a background.*

P.FM.00.11 Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.

P.FM.00.12 Describe the direction of a moving object (for example: away from or closer to) from different observers' views.

*P.FM.E.2 Gravity- Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.*

P.FM.00.21 Observe how objects fall toward the earth.

*P.FM.E.3 Force- A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.*

P.FM.00.31 Demonstrate pushes and pulls on objects that can move.

P.FM.00.32 Observe that objects initially at rest will move in the direction of the push or pull.

P.FM.00.33 Observe how pushes and pulls can change the speed or direction of moving objects.

P.FM.00.34 Observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion.

## LIFE SCIENCE

### Organization of Living Things

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*L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.*

L.OL.00.11 Identify that living things have basic needs.

L.OL.00.12 Identify and compare living and nonliving things.

## EARTH SCIENCE

### Solid Earth

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*E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.*

E.SE.00.11 Identify Earth materials that occur in nature (sand, rocks, soil, water).

E.SE.00.12 Describe how Earth materials contribute to the growth of plant and animal life.

**First Grade**  
**SCIENCE PROCESSES**

**Inquiry Process**

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

<u>S.IP.01.11</u> Make purposeful observation of the natural world using the appropriate senses.
<u>S.IP.01.12</u> Generate questions based on observations.
<u>S.IP.01.13</u> Plan and conduct simple investigations.
<u>S.IP.01.14</u> Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.
<u>S.IP.01.15</u> Make accurate measurements with appropriate (non-standard) units for the measurement tool.
<u>S.IP.01.16</u> Construct simple charts from data and observations.

**Inquiry Analysis and Communication**

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*S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

<u>S.IA.01.12</u> Share ideas about science through purposeful conversation.
<u>S.IA.01.13</u> Communicate and present findings of observations.
<u>S.IA.01.14</u> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

## Reflection and Social Implications

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*S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.*

S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.01.12 Recognize that science investigations are done more than one time.

## PHYSICAL SCIENCE

### Properties of Matter

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*P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.*

P.PM.01.11 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.

*P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.*

P.PM.01.21 Demonstrate that water as a solid keeps its own shape (ice).

P.PM.01.22 Demonstrate that water as a liquid takes on the shape of various containers.

*P.PM.E.3 Magnets- Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can attract and repel at a distance.*

P.PM.01.31 Identify materials that are attracted by magnets.

P.PM.01.32 Observe that like poles of a magnet repel and unlike poles of a magnet attract.

## LIFE SCIENCE

### Organization of Living Things

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*L.OLE.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.*

L.OL.01.13 Identify the needs of animals.

*L.OLE.2 Life Cycles- Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.*

L.OL.01.21 Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.

### Heredity

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*L.HE.E.1 Observable Characteristics- Plants and animals share many, but not all, characteristics of their parents.*

L.HE.01.11 Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.

L.HE.01.12 Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).

## EARTH SCIENCE

### Earth Systems

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*E.ES.E.1 Solar Energy- The sun warms the land, air and water and helps plants grow.*

E.ES.01.11 Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.

E.ES.01.12 Demonstrate the importance of sunlight and warmth in plant growth.

*E.ES.E.2 Weather- Weather changes from day to day and over the seasons.*

E.ES.01.21 Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy); precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).

E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.

E.ES.01.23 Describe severe weather characteristics.

E.ES.01.24 Describe precautions that should be taken for human safety during severe weather conditions (thunder and lightning, tornadoes, strong winds, heavy precipitation).

*E.ES.E.3 Weather Measurement- Scientists use tools for observing, recording, and predicting weather changes.*

E.ES.01.31 Identify the tools that might be used to measure temperature, precipitation, cloud cover, and wind.

E.ES.01.32 Observe and collect data of weather conditions over a period of time.

## Second Grade

### SCIENCE PROCESSES

#### Inquiry Process

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

<u>S.IP.02.11</u> Make purposeful observation of the natural world using the appropriate senses.
<u>S.IP.02.12</u> Generate questions based on observations.
<u>S.IP.02.13</u> Plan and conduct simple investigations.
<u>S.IP.02.14</u> Manipulate simple tools (ruler, meter stick, measuring cups, hand lens, thermometer, balance) that aid observation and data collection.
<u>S.IP.02.15</u> Make accurate measurements with appropriate units (meter, centimeter) for the measurement tool.
<u>S.IP.02.16</u> Construct simple charts and graphs from data and observations.

#### Inquiry Analysis and Communication

---

*S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

<u>S.IA.02.12</u> Share ideas about science through purposeful conversation.
<u>S.IA.02.13</u> Communicate and present findings of observations.
<u>S.IA.02.14</u> Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert, observation, investigation, technology tools).

## Reflection and Social Implications

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*S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful*

S.RS.02.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.02.13 Recognize that when a science investigation is done the way it was done before, similar results are expected.

S.RS.02.15 Use evidence when communicating scientific ideas.

S.RS.02.16 Identify technology used in everyday life.

## PHYSICAL SCIENCE

### Properties of Matter

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*P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.*

P.PM.02.12 Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).

P.PM.02.13 Measure the length of objects using rulers (centimeters) and meter sticks (meters).

P.PM.02.14 Measure the volume of liquids using common measuring tools (graduated measuring cups, measuring spoons, graduated cylinders, and beakers).

P.PM.02.15 Compare the weight of objects using balances.

*P.PM.E.4 Material Composition- Some objects are composed of a single substance, while other objects are composed of more than one substance.*

P.PM.02.41 Recognize that some objects are composed of a single substance (water, sugar, salt) and others are composed of more than one substance (salt and pepper, mixed dry beans).

## LIFE SCIENCE

### Organization of Living Things

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*L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and*

L.OL.02.14 Identify the needs of plants.

*L.OL.E.2 Life Cycles- Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and*

L.OL.02.22 Describe the life cycle of familiar flowering plants including the following stages: seed, plant, flower, and fruit.

### Heredity

---

*L.HE.E.1 Observable Characteristics- Plants and animals share many, but not all, characteristics of their parents.*

L.HE.02.13 Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young.

## EARTH SCIENCE

### Solid Earth

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*E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.*

E.SE.02.21 Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).

## Fluid Earth

*E.FE.E.1 Water- Water is a natural resource and is found under the ground, on the surface of the Earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.*

E.FE.02.11 Identify water sources (wells, springs, lakes, rivers, oceans).

E.FE.02.12 Identify household uses of water (drinking, cleaning, food preparation).

E.FE.02.13 Describe the properties of water as a liquid (visible, flowing, shape of container and recognize rain, dew, and fog as water in its liquid state.

E.FE.02.14 Describe the properties of water as a solid (hard, visible, frozen, cold) and recognize ice, snow, and hail as water in its solid state.

*E.FE.E.2 Water Movement- Water moves in predictable patterns.*

E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.

E.FE.02.22 Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).

## Third Grade

### SCIENCE PROCESSES

#### Inquiry Process

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.

S.IP.03.12 Generate questions based on observations.

S.IP.03.13 Plan and conduct simple and fair investigations.

S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).

S.IP.03.15 Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool.

S.IP.03.16 Construct simple charts and graphs from data and observations.

#### Inquiry Analysis and Communication

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*S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

S.IA.03.11 Summarize information from charts and graphs to answer scientific questions.

S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups.

S.IA.03.13 Communicate and present findings of observations and investigations.

S.IA.03.14 Develop research strategies and skills for information gathering and problem solving.

S.IA.03.15 Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.

## Reflection and Social Implications

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*S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.*

S.RS.03.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.03.14 Use data/samples as evidence to separate fact from opinion.

S.RS.03.15 Use evidence when communicating scientific ideas.

S.RS.03.16 Identify technology used in everyday life.

S.RS.03.17 Identify current problems that may be solved through the use of technology.

S.RS.03.18 Describe the effect humans and other organisms have on the balance of the natural world.

S.RS.03.19 Describe how people have contributed to science throughout history and across cultures.

## PHYSICAL SCIENCE

### Force and Motion

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*P.FM.E.2 Gravity- Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.*

P.FM.03.22 Identify the force that pulls objects towards the Earth.

*P.FM.E.3 Force- A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.*

P.FM.03.35 Describe how a push or a pull is a force.

P.FM.03.36 Relate a change in motion of an object to the force that caused the change of motion.

P.FM.03.37 Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object.

P.FM.03.38 Demonstrate when an object does not move in response to a force, it is because another force is acting on it.

*P.FM.E.4 Speed- An object is in motion when its position is changing. The speed of an object is defined by how far it travels in a standard amount of time.*

P.FM.03.41 Describe the motion of objects in terms of direction.

P.FM.03.42 Identify changes in motion (change direction, speeding up, slowing down).

P.FM.03.43 Relate the speed of an object to the distance it travels in a standard amount of time.

### Energy

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*P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy.*

P.EN.03.11 Identify light and sound as forms of energy.

*P.EN.E.2 Light Properties- Light travels in a straight path. Shadows result from light not being able to pass through an object. When light travels at an angle from one substance to another (air and water), it changes direction.*

P.EN.03.21 Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light.

P.EN.03.22 Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent).

*P.EN.E.3 Sound- Vibrating objects produce sound. The pitch of sound varies by changing the rate of vibration.*

P.EN.03.31 Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).

P.EN.03.32 Distinguish the effect of fast or slow vibrations as pitch.

## Properties of Matter

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*P.PM.E.5 Conductive and Reflective Properties- Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.*

P.PM.03.51 Demonstrate how some materials are heated more than others by light that shines on them.

P.PM.03.52 Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.

## LIFE SCIENCE

### Organization of Living Things

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*L.OL.E.3 Structures and Functions- Organisms have different structures that serve different functions in growth, survival, and reproduction.*

L.OL.03.31 Describe the function of the following plant parts: flower, stem, root, and leaf.

L.OL.03.32 Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales).

*L.OL.E.4 Classification- Organisms can be classified on the basis of observable characteristics.*

L.OL.03.41 Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers).

L.OL.03.42 Classify animals on the basis of observable physical characteristics (backbone, body coverings, limbs).

## Evolution

*L.EV.E.1 Environmental Adaptation- Different kinds of organisms have characteristics that help them to live in different environments.*

L.EV.03.11 Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (leaf shape, thorns, odor, color).

L.EV.03.12 Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings).

## EARTH SCIENCE

### Earth Systems

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*E.ES.E.4 Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.*

E.ES.03.41 Identify natural resources (metals, fuels, fresh water, fertile soil, and forests).

E.ES.03.42 Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources.

E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).

E.ES.03.44 Recognize that paper, metal, glass, and some plastics can be recycled.

*E.ES.E.5 Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.*

E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).

E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).

## Solid Earth

*E.SE.E.1 Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.*

E.SE.03.13 Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air).

E.SE.03.14 Recognize that rocks are made up of minerals.

*E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering; and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.*

E.SE.03.22 Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes).

*E.SE.E.3 Using Earth Materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.*

E.SE.03.31 Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass).

E.SE.03.32 Describe how materials taken from the Earth can be used as fuels for heating and transportation.

## **Fourth Grade**

### **SCIENCE PROCESSES**

#### **Inquiry Process**

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

S.IP.04.11 Make purposeful observation of the natural world using the appropriate senses.
S.IP.04.12 Generate questions based on observations.
S.IP.04.13 Plan and conduct simple and fair investigations.
S.IP.04.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer, graduated cylinder/beaker).
S.IP.04.15 Make accurate measurements with appropriate units (millimeters centimeters, meters, milliliters, liters, Celsius, grams, seconds, minutes) for the measurement tool.
S.IP.04.16 Construct simple charts and graphs from data and observations.

#### **Inquiry Analysis and Communication**

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*S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

S.IA.04.11 Summarize information from charts and graphs to answer scientific questions.
S.IA.04.12 Share ideas about science through purposeful conversation in collaborative groups.
S.IA.04.13 Communicate and present findings of observations and investigations.

S.IA.04.14 Develop research strategies and skills for information gathering and problem solving.

S.IA.04.15 Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.

## Reflection and Social Implications

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*S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.*

S.RS.04.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.04.14 Use data/samples as evidence to separate fact from opinion.

S.RS.04.15 Use evidence when communicating scientific ideas.

S.RS.04.16 Identify technology used in everyday life.

S.RS.04.17 Identify current problems that may be solved through the use of technology.

S.RS.04.18 Describe the effect humans and other organisms have on the balance of the natural world.

S.RS.04.19 Describe how people have contributed to science throughout history and across cultures.

## PHYSICAL SCIENCE

### Energy

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*P.EN.E.1 Forms of Energy- Heat, electricity, light, and sound are forms of energy.*

P.EN.04.12 Identify heat and electricity as forms of energy.

*P.EN.E.4 Energy and Temperature- Increasing the temperature of any substance requires the addition of energy.*

P.EN.04.41 Demonstrate how temperature can be increased in a substance by adding energy.

P.EN.04.42 Describe heat as the energy produced when substances burn, certain kinds of materials rub against each other, and when electricity flows through wire.

P.EN.04.43 Describe how heat is produced through electricity, rubbing, and burning.

*P.EN.E.5 Electrical Circuits- Electrical circuits transfer electrical energy and produce magnetic fields.*

P.EN.04.51 Demonstrate how electrical energy is transferred and changed through the use of a simple circuit.

P.EN.04.52 Demonstrate magnetic effects in a simple electric circuit.

## Properties of Matter

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*P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.*

P.PM.04.16 Measure the weight (spring scale) and mass (balances in grams or kilograms) of objects.

P.PM.04.17 Measure volumes of liquids in milliliters and liters.

*P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids, and gases. Each state of matter has unique physical properties. Gases are easily compressed, but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.*

P.PM.04.23 Compare and contrast the states (solids, liquids, gases) of matter.

P.PM.E.3 Magnets- Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can attract and repel at a distance.

P.PM.04.33 Demonstrate magnetic field by observing the patterns formed with iron filings using a variety of magnets.

P.PM.04.34 Demonstrate that non-magnetic objects are affected by the strength of the magnet and the distance away from the magnet.

*P.PM.E.5 Conductive and Reflective Properties- Objects vary to the extent they absorb and reflect light energy and conduct heat and electricity.*

P.PM.04.53 Identify objects that are good conductors or poor conductors of heat and electricity.

## Changes in Matter

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*P.CM.E.1 Changes in State- Matter can be changed from one state (liquid, solid, gas) to another and then back again. Heating and cooling may cause changes in state.*

P.CM.04.11 Explain how matter can change from one state (liquid, solid, gas) to another by heating and cooling.

## LIFE SCIENCE

### Organization of Living Things

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*L.OL.E.1 Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.*

L.OL.04.15 Determine that plants require air, water, light, and a source of energy and building material for growth and repair.

L.OL.04.16 Determine that animals require air, water, and a source of energy and building material for growth and repair.

## Evolution

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*L.EV.E.2 Survival- Individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing.*

L.EV.04.21 Identify individual differences (color, leg length, size, wing size, leaf shape) in organisms of the same kind.

L.EV.04.22 Identify how variations in physical characteristics of individual organisms give them an advantage for survival and reproduction.

## Ecosystems

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*L.EC.E.1 Interactions- Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.*

L.EC.04.11 Identify organisms as part of a food chain or food web.

*L.EC.E.2 Changed Environment Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.*

L.EC.04.21 Explain how environmental changes can produce a change in the food web.

## EARTH SCIENCE

### Earth in Space and Time

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*E.ST.E.1 Characteristics of Objects in the Sky- Common objects in the sky have observable characteristics.*

E.ST.04.11 Identify the sun and moon as common objects in the sky.

E.ST.04.12 Compare and contrast the characteristics of the sun, moon and Earth, including relative distances and abilities to support life.

*E.ST.E.2 Patterns of Objects in the Sky- Common objects in the sky have predictable patterns of movement.*

E.ST.04.21 Describe the orbit of the Earth around the sun as it defines a year.

E.ST.04.22 Explain that the spin of the Earth creates day and night.

E.ST.04.23 Describe the motion of the moon around the Earth.

E.ST.04.24 Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month.

E.ST.04.25 Describe the apparent movement of the sun and moon across the sky through day/night and the seasons.

*E.ST.E.3 Fossils- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.*

E.ST.04.31 Explain how fossils provide evidence of the history of the Earth.

E.ST.04.32 Compare and contrast life forms found in fossils and organisms that exist today.

**Fifth Grade**  
**SCIENCE PROCESSES**

**Inquiry Process**

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

S.IP.05.11 Generate scientific questions based on observations, investigations, and research.
S.IP.05.12 Design and conduct scientific investigations.
S.IP.05.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations.
S.IP.05.14 Use metric measurement devices in an investigation.
S.IP.05.15 Construct charts and graphs from data and observations.
S.IP.05.16 Identify patterns in data.

**Inquiry Analysis and Communication**

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*S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

S.IA.05.11 Analyze information from data tables and graphs to answer scientific questions.
S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.
S.IA.05.13 Communicate and defend findings of observations and investigations using evidence.
S.IA.05.14 Draw conclusions from sets of data from multiple trials of a scientific investigation.
S.IA.05.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.

## Reflection and Social Implications

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*S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.*

S.RS.05.11 Evaluate the strengths and weaknesses of claims, arguments, and data.

S.RS.05.12 Describe limitations in personal and scientific knowledge.

S.RS.05.13 Identify the need for evidence in making scientific decisions.

S.RS.05.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.05.16 Design solutions to problems using technology.

S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world.

S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

## PHYSICAL SCIENCE

### Force and Motion

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*P.FM.M.2 Force Interactions- Some forces between objects act when the objects are in direct contact (touching), such as friction and air resistance, or when they are not in direct contact (not touching), such as magnetic force, electrical force, and gravitational force.*

P.FM.05.21 Distinguish between contact forces and non-contact forces.

P.FM.05.22 Demonstrate contact and non-contact forces to change the motion of an object.

*P.FM.M.3 Force- Forces have a magnitude and direction. Forces can be added. The net force on an object is the sum of all of the forces acting on the object. The speed and/or direction of motion of an object changes when a non-zero net force is applied to it. A balanced force on an object does not change the motion of the object (the object either remains at rest or continues to move at a constant speed in a straight line).*

P.FM.05.31 Describe what happens when two forces act on an object in the same or opposing directions.

P.FM.05.32 Describe how constant motion is the result of balanced (zero net) forces.

P.FM.05.33 Describe how changes in the motion of objects are caused by a non-zero net (unbalanced) force.

P.FM.05.34 Relate the size of change in motion to the strength of unbalanced forces and the mass of the object.

*P.FM.M.4 Speed- Motion can be described by a change in position relative to a point of reference. The motion of an object can be described by its speed and the direction it is moving. The position and speed of an object can be measured and graphed as a function of time.*

P.FM.05.41 Explain the motion of an object relative to its point of reference.

P.FM.05.42 Describe the motion of an object in terms of distance, time and direction, as the object moves, and in relationship to other objects.

P.FM.05.43 Illustrate how motion can be measured and represented on a graph.

## LIFE SCIENCE

### Organization of Living Things

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*L.OL.M.4 Animal Systems- Multicellular organisms may have specialized systems that perform functions which serve the needs of the organism.*

L.OL.05.41 Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).

L.OL.05.42 Explain how animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive) work together to perform selected activities.

### Heredity

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*L.HE.M.1 Inherited and Acquired Traits - The characteristics of organisms are influenced by heredity and environment. For some characteristics, inheritance is more important; for other characteristics, interactions with the environment are more important.*

L.HE.05.11 Explain that the traits of an individual are influenced by both the environment and the genetics of the individual.

L.HE.05.12 Distinguish between inherited and acquired traits.

### Evolution

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*L.EV.M.1 Species Adaptation and Survival- Species with certain traits are more likely than others to survive and have offspring in particular environments. When an environment changes, the advantage or disadvantage of the species' characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are insufficient to allow survival.*

L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.

L.EV.05.12 Describe the physical characteristics (traits) of organisms that help them survive in their environment.

L.EV.05.13 Describe how fossils provide evidence about how living things and environmental conditions have changed.

L.EV.05.14 Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impacts, tsunamis) to species extinction.

*L.EV.M.2 Relationships Among Organisms- Similarities among organisms are found in anatomical features, which can be used to infer the degree of relatedness among organisms. In classifying organisms, biologists consider details of internal and external structures to be more important than behavior or general appearance.*

L.EV.05.21 Relate degree of similarity in anatomical features to the classification of contemporary organisms.

## EARTH SCIENCE

### Earth Systems

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*E.ES.M.6 Seasons- Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun.*

E.ES.05.61 Demonstrate and explain seasons using a model.

E.ES.05.62 Explain how the revolution of the Earth around the sun defines a year.

### Earth in Space and Time

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*E.ST.M.1 Solar System- The sun is the central and largest body in our solar system. Earth is the third planet from the sun in a system that includes other planets and their moons, as well as smaller objects, such as asteroids and comets.*

E.ST.05.11 Design a model that of the solar system that shows the relative order and scale of the planets, dwarf planets, comets, and asteroids to the sun.

*E.ST.M.2 Solar System Motion- Gravity is the force that keeps most objects in the solar system in regular and predictable motion.*

E.ST.05.21 Describe the motion of planets and moons in terms of rotation on axis and orbits due to gravity.

E.ST.05.22 Explain the phases of the moon.

E.ST.05.23 Explain the apparent motion of the stars (constellations) and the sun across the sky.

E.ST.05.24 Explain lunar and solar eclipses.

E.ST.05.25 Explain the tides of the oceans as they relate to the gravitational pull and orbit of the moon.

## Sixth Grade

### SCIENCE PROCESSES

#### Inquiry Process

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

S.IP.06.11 Generate scientific questions based on observations, investigations, and research.
S.IP.06.12 Design and conduct scientific investigations.
S.IP.06.13 Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.
S.IP.06.14 Use metric measurement devices in an investigation.
S.IP.06.15 Construct charts and graphs from data and observations.
S.IP.06.16 Identify patterns in data.

#### Inquiry Analysis and Communication

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*S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

S.IA.06.11 Analyze information from data tables and graphs to answer scientific questions.
S.IA.06.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.
S.IA.06.13 Communicate and defend findings of observations and investigations using evidence.
S.IA.06.14 Draw conclusions from sets of data from multiple trials of a scientific investigation.

S.IA.06.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.

## Reflection and Social Implications

*S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.*

S.RS.06.11 Evaluate the strengths and weaknesses of claims, arguments, and data.

S.RS.06.12 Describe limitations in personal and scientific knowledge.

S.RS.06.13 Identify the need for evidence in making scientific decisions.

S.RS.06.14 Evaluate scientific explanations based on current evidence and scientific principles.

S.RS.06.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.06.16 Design solutions to problems using technology.

S.RS.06.17 Describe the effect humans and other organisms have on the balance of the natural world.

S.RS.06.18 Describe what science and technology can and cannot reasonably contribute to society.

S.RS.06.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

## PHYSICAL SCIENCE

### Energy

*P.EN.M.1 Kinetic and Potential Energy- Objects and substances in motion have kinetic energy. Objects and substances may have potential energy due to their relative positions in a system. Gravitational, elastic, and chemical energy are all forms of potential energy.*

P.EN.06.11 Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill, food energy).

P.EN.06.12 Demonstrate the transformation between potential and kinetic energy in simple mechanical systems (for example: roller coasters, pendulums).

*P.EN.M.4 Energy Transfer- Energy is transferred from a source to a receiver by radiation, conduction, and convection. When energy is transferred from one system to another, the quantity of energy before the transfer is equal to the quantity of energy after the transfer.*

P.EN.06.41 Explain how different forms of energy can be transferred from one place to another by radiation, conduction, or convection.

P.EN.06.42 Illustrate how energy can be transferred while no energy is lost or gained in the transfer.

### Changes in Matter

*P.CM.M.1 Changes in State- Matter changing from state to state can be explained by using models which show that matter is composed of tiny particles in motion. When changes of state occur, the atoms and/or molecules are not changed in structure. When the changes in state occur, mass is conserved because matter is not created or destroyed.*

P.CM.06.11 Describe and illustrate changes in state, in terms of the arrangement and relative motion of the atoms or molecules.

P.CM.06.12 Explain how mass is conserved as a substance changes from state to state in a closed system.

## LIFE SCIENCE

### Organization of Living Things

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*L.OL.M.5 Producers, Consumers, and Decomposers –Producers are mainly green plants that obtain energy from the sun by the process of photosynthesis. All animals, including humans, are consumers that meet their energy needs by eating other organisms or their products. Consumers break down the structures of the organisms they eat to make the materials they need to grow and function. Decomposers, including bacteria and fungi, use dead organisms or their products to meet their energy needs.*

L.OL.06.51 Classify producers, consumers, and decomposers based on their source of food (the source of energy and building materials).

L.OL.06.52 Distinguish between the ways in which consumers and decomposers obtain energy.

### Ecosystems

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*L.EC.M.1 Interactions of Organisms- Organisms of one species form a population. Populations of different organisms interact and form communities. Living communities and nonliving factors that interact with them form ecosystems.*

L.EC.06.11 Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region.

*L.EC.M.2 Relationships of Organisms- Two types of organisms may interact with one another in several ways: they may be in a producer/consumer, predator/ prey, or parasite/host relationship. Some organisms may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could survive without the other.*

L.EC.06.21 Describe common patterns of relationships between and among populations (competition, parasitism, symbiosis, predator/prey).

L.EC.06.22 Explain how two populations of organisms can be mutually beneficial and how that can lead to interdependency.

L.EC.06.23 Predict how changes in one population might affect other populations based upon their relationships in the food web.

*L.EC.M.3 Biotic and Abiotic Factors- The number of organisms and populations an ecosystem can support depends on the biotic (living) resources available and abiotic (nonliving) factors, such as quality of light and water, range of temperatures, and soil composition.*

L.EC.06.31 Identify the living (biotic) and nonliving (abiotic) components of an ecosystem.

L.EC.06.32 Identify the factors in an ecosystem that influence changes in population size.

*L.EC.M.4 Environmental Impact of Organisms- All organisms (including humans) cause change in the environment where they live. Some of the changes are harmful to the organism or other organisms, whereas others are helpful.*

L.EC.06.41 Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.

L.EC.06.42 Predict possible consequences of overpopulation of organisms, including humans, (for example: species extinction, resource depletion, climate change, pollution).

## EARTH SCIENCE

### Solid Earth

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*E.SE.M.1 Soil- Soils consist of weathered rocks and decomposed organic materials from dead plants, animals, and bacteria. Soils are often found in layers with each having a different chemical composition and texture.*

E.SE.06.11 Explain how physical and chemical weathering lead to erosion and the formation of soils and sediments.

E.SE.06.12 Explain how waves, wind, water, and glacier movement, shape and reshape the land surface of the Earth by eroding rock in some areas and depositing sediments in other areas.

E.SE.06.13 Describe how soil is a mixture made up of weather eroded rock and decomposed organic material.

E.SE.06.14 Compare different soil samples based on particle size and texture.

*E.SE.M.4 Rock Formation- Rocks and rock formations bear evidence of the minerals, materials, temperature/pressure conditions, and forces that created them.*

E.SE.06.41 Compare and contrast the formation of rock types (igneous, metamorphic, and sedimentary) and demonstrate the similarities and differences using the rock cycle model.

*E.SE.M.5 Plate Tectonics- The lithospheric plates of the Earth constantly move, resulting in major geological events, such as earthquakes, volcanic eruptions, and mountain building.*

E.SE.06.51 Explain plate tectonic movement and how the lithospheric plates move centimeters each year.

E.SE.06.52 Demonstrate how major geological events (earthquakes, volcanic eruptions, mountain building) result from these plate motions.

E.SE.06.53 Describe layers of the Earth as a lithosphere (crust and upper mantle), convecting mantle, and dense metallic core.

*E.SE.M.6 Magnetic Field of Earth- Earth as a whole has a magnetic field that is detectable at the surface with a compass.*

E.SE.06.61 Describe the Earth as a magnet and compare the magnetic properties of the Earth to that of a natural or manufactured magnet.

E.SE.06.62 Explain how a compass works using the magnetic field of the Earth, and how a compass is used for navigation on land and sea.

## Earth in Space and Time

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*E.ST.M.3 Fossils- Fossils provide important evidence of how life and environmental conditions have changed in a given location.*

E.ST.06.31 Explain how rocks and fossils are used to understand the age and geological history of the Earth (timelines and relative dating, rock layers).

*E.ST.M.4 Geologic Time- Earth processes seen today (erosion, mountain building, and glacier movement) make possible the measurement of geologic time through methods such as observing rock sequences and using fossils to correlate the sequences at various locations.*

E.ST.06.41 Explain how Earth processes (erosion, mountain building, and glacier movement) are used for the measurement of geologic time through observing rock layers.

E.ST.06.42 Describe how fossils provide important evidence of how life and environmental conditions have changed.

## Seventh Grade

### SCIENCE PROCESSES

#### Inquiry Process

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*S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.*

<u>S.IP.07.11</u> Generate scientific questions based on observations, investigations, and research.
<u>S.IP.07.12</u> Design and conduct scientific investigations.
<u>S.IP.07.13</u> Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes, hot plates, pH meters) appropriate to scientific investigations.
<u>S.IP.07.14</u> Use metric measurement devices in an investigation.
<u>S.IP.07.15</u> Construct charts and graphs from data and observations.
<u>S.IP.07.16</u> Identify patterns in data.

#### Inquiry Analysis and Communication

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*S.IA.M.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.*

<u>S.IA.07.11</u> Analyze information from data tables and graphs to answer scientific questions.
<u>S.IA.07.12</u> Evaluate data, claims, and personal knowledge through collaborative science discourse.
<u>S.IA.17.13</u> Communicate and defend findings of observations and investigations.

S.IA.07.14 Draw conclusions from sets of data from multiple trials of a scientific investigation to draw conclusions.

S.IA.07.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.

## Reflection and Social Implications

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*S.RS.M.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.*

S.RS.07.11 Evaluate the strengths and weaknesses of claims, arguments, and data.

S.RS.07.12 Describe limitations in personal and scientific knowledge.

S.RS.07.13 Identify the need for evidence in making scientific decisions.

S.RS.07.14 Evaluate scientific explanations based on current evidence and scientific principles.

S.RS.07.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

S.RS.07.16 Design solutions to problems using technology.

S.RS.07.17 Describe the effect humans and other organisms have on the balance of the natural world.

S.RS.07.18 Describe what science and technology can and cannot reasonably contribute to society.

S.RS.07.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

## PHYSICAL SCIENCE

### Energy

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*P.EN.M.3 Waves and Energy- Waves have energy and transfer energy when they interact with matter. Examples of waves include sound waves, seismic waves, waves on water, and light waves.*

P.EN.07.31 Identify examples of waves, including sound waves, seismic waves, and waves on water.

P.EN.07.32 Describe how waves are produced by vibrations in matter.

P.EN.07.33 Demonstrate how waves transfer energy when they interact with matter (for example: tuning fork in water, waves hitting a beach, earthquake knocking over buildings).

*P.EN.M.4 Energy Transfer- Energy is transferred from a source to a receiver by radiation, conduction, and convection. When energy is transferred from one system to another, the quantity of energy before the transfer is equal to the quantity of energy after the transfer*

P.EN.07.43 Explain how light energy is transferred to chemical energy through the process of photosynthesis.

*P.EN.M.6 Solar Energy Effects- Nuclear reactions take place in the sun producing heat and light. Only a tiny fraction of the light energy from the sun reaches Earth, providing energy to heat the Earth.*

P.EN.07.61 Identify that nuclear reactions take place in the sun, producing heat and light.

P.EN.07.62 Explain how only a tiny fraction of light energy from the sun is transformed to heat energy on Earth.

### Properties of Matter

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*P.PM.M.1 Chemical Properties- Matter has chemical properties. The understanding of chemical properties helps to explain how new substances are formed.*

P.PM.07.11 Classify substances by their chemical properties (flammability, pH, and reactivity).

*P.PM.M.2 Elements and Compounds- Elements are composed of a single kind of atom that are grouped into families with similar properties on the periodic table. Compounds are composed of two or more different elements. Each element and compound has a unique set of physical and chemical properties such as boiling point, density, color, conductivity, and reactivity.*

P.PM.07.21 Identify the smallest component that makes up an element.
P.PM.07.22 Describe how the elements within the Periodic Table are organized by similar properties into families (highly reactive metals, less reactive metals, highly reactive nonmetals, and some almost completely non-reactive gases).
P.PM.07.23 Illustrate the structure of molecules using models or drawings (water, carbon dioxide, table salt).
P.PM.07.24 Describe examples of physical and chemical properties of elements and compounds (boiling point, density, color, conductivity, reactivity).

## Changes in Matter

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*P.CM.M.2 Chemical Changes- Chemical changes occur when two elements and/or compounds react (including decomposing) to produce new substances. These new substances have different physical and chemical properties than the original elements and/or compounds. During the chemical change, the number and kind of atoms in the reactants are the same as the number and kind of atoms in the products. Mass is conserved during chemical changes. The mass of the reactants is the same as the mass of the products.*

P.CM.07.21 Identify evidence of chemical change through color, gas formation, solid formation, and temperature change.
P.CM.07.22 Compare and contrast the chemical properties of a new substance with the original after a chemical change.
P.CM.07.23 Describe the physical properties and chemical properties of the products and reactants in a chemical change.

LIFE SCIENCE

Organization of Living Things

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*L.OL.M.2 Cell Functions- All organisms are composed of cells, from one cell to many cells. In multicellular organisms, specialized cells perform specialized functions. Organs and organ systems are composed of cells, and function to serve the needs of cells for food, air, and waste removal. The way in which cells function is similar in all living organisms.*

L.OL.07.21 Recognize that all organisms are composed of cells (single cell organisms, multicellular organisms).

L.OL.07.22 Explain how cells make up different body tissues, organs, and organ systems.

L.OL.07.23 Describe how cells in all multicellular organisms are specialized to take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or organism needs.

L.OL.07.24 Recognize that cells function in a similar way in all organisms.

*L.OL.M.3- Growth and Development- Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissue of multicellular organisms.*

L.OL.07.31 Describe growth and development in terms of increase of cell number and/or cell size.

L.OL.07.32 Examine how through cell division, cells can become specialized for specific functions.

*L.OL.M.6 Photosynthesis- Plants are producers; they use the energy from light to make sugar molecules from the atoms of carbon dioxide and water. Plants use these sugars along with minerals from the soil to form fats, proteins, and carbohydrates. These products can be used immediately, incorporated into the cells of a plant as the plant grows, or stored for later use.*

L.OL.07.61 Recognize the need for light to provide energy for the production of carbohydrates, proteins and fats.

L.OL.07.62 Explain that carbon dioxide and water are used to produce carbohydrates, proteins, and fats.

L.OL.07.63 Describe evidence that plants make, use and store food.

## Heredity

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*L.HE.M.2 Reproduction- Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually.*

L.HE.07.21 Compare how characteristics of living things are passed on through generations, both asexually and sexually.

L.HE.07.22 Compare and contrast the advantages and disadvantages of sexual vs. asexual reproduction.

## EARTH SCIENCE

### Earth Systems

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*E.ES.M.1 Solar Energy- The sun is the major source of energy for phenomena on the surface of the Earth.*

E.ES.07.11 Demonstrate, using a model or drawing, the relationship between the warming by the sun of the Earth and the water cycle as it applies to the atmosphere (evaporation, water vapor, warm air rising, cooling, condensation, clouds).

E.ES.07.12 Describe the relationship between the warming of the atmosphere of the Earth by the sun and convection within the atmosphere and oceans.

E.ES.07.13 Describe how the warming of the Earth by the sun produces winds and ocean currents.

*E.ES.M.4 Human Consequences- Human activities have changed the land, oceans, and atmosphere of the Earth resulting in the reduction of the number and variety of wild plants and animals, sometimes causing extinction of species.*

E.ES.07.41 Explain how human activities (surface mining, deforestation, overpopulation, construction and urban development, farming, dams, landfills, and restoring natural areas) change the surface of the Earth and affect the survival of organisms.

E.ES.07.42 Describe the origins of pollution in the atmosphere, geosphere, and hydrosphere, (car exhaust, industrial emissions, acid rain, and natural sources), and how pollution impacts habitats, climatic change, threatens or endangers species.

*E.ES.M.7 Weather and Climate- Global patterns of atmospheric and oceanic movement influence weather and climate.*

E.ES.07.71 Compare and contrast the difference and relationship between climate and weather.

E.ES.07.72 Describe how different weather occurs due to the constant motion of the atmosphere from the energy of the sun reaching the surface of the Earth.

E.ES.07.73 Explain how the temperature of the oceans affects the different climates on Earth because water in the oceans holds a large amount of heat.

E.ES.07.74 Describe weather conditions associated with frontal boundaries (cold, warm, stationary, and occluded) and the movement of major air masses and the jet stream across North America using a weather map.

*E.ES.M.8 Water Cycle- Water circulates through the four spheres of the Earth in what is known as the “water cycle.”*

E.ES.07.81 Explain the water cycle and describe how evaporation, transpiration, condensation, cloud formation, precipitation, infiltration, surface runoff, ground water, and absorption occur within the cycle.

E.ES.07.82 Analyze the flow of water between the components of a watershed, including surface features (lakes, streams, rivers, wetlands) and groundwater.

## Fluid Earth

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*E.FE.M.1 Atmosphere- The atmosphere is a mixture of nitrogen, oxygen, and trace gases that include water vapor. The atmosphere has different physical and chemical composition at different elevations.*

E.FE.07.11 Describe the atmosphere as a mixture of gases.

E.FE.07.12 Compare and contrast the composition of the atmosphere at different elevations.

## **Eighth Grade**

### **Science Processes**

All Strands of 8th grade Science contain Science Processes, which have been placed here to reduce repetition.

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#### *B1, C1, P1, E1.1 Scientific Inquiry*

B1, C1, P1, E1.1A Generate new questions that can be investigated in the laboratory or field.

B1, C1, P1, E1.1B Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.

B1, C1, P1, E1.1C Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).

B1, C1, P1, E1.1D Identify patterns in data and relate them to theoretical models.

B1, C1, P1, E1.1E Describe a reason for a given conclusion using evidence from an investigation.

B1, C1, P1, E1.1F Predict what would happen if the variables, methods, or timing of an investigation were changed.

B1, C1, P1, E1.1G Use empirical evidence to explain and critique the reasoning used to draw a scientific conclusion or explanation.

B1, C1, P1, E1.1H Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.

B1, C1, P1, E1.1I Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.

*B1, C1, P1, E1.2 Scientific Reflection and Social Implications*

B1, C1, P1, E1.2A Critique whether or not specific questions can be answered through scientific investigations.

B1, C1, P1, E1.2B Identify and critique arguments about personal or societal issues based on scientific evidence.

B1, C1, P1, E1.2C Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.

B1, C1, P1, E1.2D Evaluate scientific explanations in a peer review process or discussion format.

B1, C1, P1, E1.2E Evaluate the future career and occupational prospects of science fields.

B1, C1, P1, E1.2F Critique solutions to problems, given criteria and scientific constraints.

B1, C1, P1, E1.2G Identify scientific tradeoffs in design decisions and choose among alternative solutions.

B1, C1, P1, E1.2H Describe the distinctions between scientific theories, laws, hypotheses, and observations.

B1, C1, P1, E1.2I Explain the progression of ideas and explanations that leads to science theories that are part of the current scientific consensus or core knowledge.

B1, C1, P1, E1.2J Apply science principles or scientific data to anticipate effects of technological design decisions.

B1, C1, P1, E1.2K Analyze how science and society interact from a historical, political, economic, or social perspective.

## Biology

### B2: Organization and Development of Living Systems

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#### *L2.p1 Cells*

L2.p1A Distinguish between living and nonliving systems.

L2.p1B Explain the importance of both water and the element carbon to cells.

L2.p1C Describe growth and development in terms of increase in cell number, cell size, and/or cell products.

L2.p1D Explain how the systems in a multicellular organism work together to support the organism.

L2.p1E Compare and contrast how different organisms accomplish similar functions (e.g., obtain oxygen for respiration, and excrete waste).

#### *L2.p2 Cell Function*

L2.p2A Describe how organisms sustain life by obtaining, transporting, transforming, releasing, and eliminating matter and energy.

L2.p2B Describe the effect of limiting food to developing cells.

*L2.p3 Plants as Producers*

L2.p3A Explain the significance of carbon in organic molecules.

L2.p3B Explain the origins of plant mass.

L2.p3C Predict what would happen to plants growing in low carbon dioxide atmospheres.

L2.p3D Explain how the roots of specific plants grow.

*L2.p4 Animals as Consumers*

L2.p4A Classify different organisms based on how they obtain energy for growth and development.

L2.p4B Explain how an organism obtains energy from the food it consumes.

*L2.p5 Common Elements*

L2.p5A Recognize the six most common elements in organic molecules (C, H, N, O, P, S).

L2.p5B Identify the most common complex molecules that make up living organisms.

L2.p5C Predict what would happen if essential elements were withheld from developing cells.

**B3: Interdependence of Living Systems and the Environment**

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*L3.p1 Populations, Communities, and Ecosystems*

L3.p1A Provide examples of a population, community, and ecosystem.

*L3.p2 Relationships Among Organisms*

L3.p2A Describe common relationships among organisms and provide examples of producer/consumer, predator/prey, or parasite/host relationship.

L3.p2B Describe common ecological relationships between and among species and their environments (competition, territory, carrying capacity, natural balance, population, dependence, survival, and other biotic and abiotic factors).

L3.p2C Describe the role of decomposers in the transfer of energy in an ecosystem.

L3.p2D Explain how two organisms can be mutually beneficial and how that can lead to interdependency.

### *L3.p3 Factors Influencing Ecosystems*

L3.p3A Identify the factors in an ecosystem that influence fluctuations in population size.

L3.p3B Distinguish between the living (biotic) and nonliving (abiotic) components of an ecosystem.

L3.p3C Explain how biotic and abiotic factors cycle in an ecosystem (water, carbon, oxygen, and nitrogen).

L3.p3D Predict how changes in one population might affect other populations based upon their relationships in a food web.

### *L3.p4 Human Impact on Ecosystems*

L3.p4A Recognize that, and describe how, human beings are part of Earth's ecosystems. Note that human activities can deliberately or inadvertently alter the equilibrium in ecosystems.

## **B4: Genetics**

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### *L4.p1 Reproduction*

L4.p1A Compare and contrast the differences between sexual and asexual reproduction.

L4.p1B Discuss the advantages and disadvantages of sexual vs. asexual reproduction.

*L4.p2 Heredity and Environment*

L4.p2A Explain that the traits of an individual are influenced by both the environment and the genetics of the individual. Acquired traits are not inherited; only genetic traits are inherited.

## B5: Evolution and Biodiversity

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*L5.p1 Survival and Extinction*

L5.p1A Define a species and give examples.

L5.p1B Define a population and identify local populations.

L5.p1C Explain how extinction removes genes from the gene pool.

L5.p1D Explain the importance of the fossil record.

*L5.p2 Classification*

L5.p2A Explain, with examples, that ecology studies the varieties and interactions of living things across space while evolution studies the varieties and interactions of living things across time.

## Earth Science

### E3: The Solid Earth

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*E3.p1 Landforms and Soils*

E3.p1A Explain the origin of Michigan landforms. Describe and identify surface features using maps and satellite images.

E3.p1B Explain how physical and chemical weathering leads to erosion and the formation of soils and sediments.

E3.p1C Describe how coastal features are formed by wave erosion and deposition.

*E3.p2 Rocks and Minerals*

E3.p2A Identify common rock-forming minerals (quartz, feldspar, biotite, calcite, hornblende).

E3.p2B Identify common igneous (granite, basalt, andesite, obsidian, pumice), metamorphic (schist, gneiss, marble, slate, quartzite), and sedimentary (sandstone, limestone, shale, conglomerate) rocks and describe the processes that change one kind of rock to another.

*E3.p3 Basic Plate Tectonics*

E3.p3A Describe geologic, paleontologic, and paleoclimatologic evidence that indicates Africa and South America were once part of a single continent.

E3.p3B Describe the three types of plate boundaries (divergent, convergent, and transform) and geographic features associated with them (e.g., continental rifts and mid-ocean ridges, volcanic and island arcs, deep-sea trenches, transform faults).

E3.p3C Describe the three major types of volcanoes (shield volcano, stratovolcano, and cinder cones) and their relationship to the Ring of Fire.

## E4: The Fluid Earth

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### *E4.p1 Water Cycle*

E4.p1A Describe that the water cycle includes evaporation, transpiration, condensation, precipitation, infiltration, surface runoff, groundwater, and absorption.

E4.p1B Analyze the flow of water between the elements of a watershed, including surface features (lakes, streams, rivers, wetlands) and groundwater.

E4.p1C Describe the river and stream types, features, and process including cycles of flooding, erosion, and deposition as they occur naturally and as they are impacted by land use decisions.

E4.p1D Explain the types, process, and beneficial functions of wetlands.

### *E4.p2 Weather and the Atmosphere*

E4.p2A Describe the composition and layers of the atmosphere.

E4.p2B Describe the difference between weather and climate.

E4.p2C Explain the differences between fog and dew formation and cloud formation.

E4.p2D Describe relative humidity in terms of the moisture content of the air and the moisture capacity of the air and how these depend on the temperature.

E4.p2E Describe conditions associated with frontal boundaries (cold, warm, stationary, and occluded).

E4.p2F Describe the characteristics and movement across North America of the major air masses and the jet stream.

E4.p2G Interpret a weather map and describe present weather conditions and predict changes in weather over 24 hours.

E4.p2H Explain the primary causes of seasons.

E4.p2I Identify major global wind belts (trade winds, prevailing westerlies, and polar easterlies) and that their vertical components control the global distribution of rainforests and deserts.

### *E4.p3 Glaciers*

E4.p3A Describe how glaciers have affected the Michigan landscape and how the resulting landforms impact our state economy.

E4.p3B Explain what happens to the lithosphere when an ice sheet is removed.

E4.p3C Explain the formation of the Great Lakes.

## **E5: The Earth in Space and Time**

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### *E5.p1 Sky Observations*

E5.p1A Describe the motions of various celestial bodies and some effects of those motions.

E5.p1B Explain the primary cause of seasons.

E5.p1C Explain how a light year can be used as a distance unit.

E5.p1D Describe the position and motion of our solar system in our galaxy.

## Chemistry

### **C2: Forms of Energy**

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#### *P2.p1 Potential Energy*

P2.p1A Describe energy changes associated with changes of state in terms of the arrangement and order of the atoms (molecules) in each state.

P2.p1B Use the positions and arrangements of atoms and molecules in solid, liquid, and gas state to explain the need for an input of energy for melting and boiling and a release of energy in condensation and freezing.

### C3: Energy Transfer and Conservation

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#### *P3.p1 Conservation of Energy*

P3.p1A Explain that the amount of energy necessary to heat a substance will be the same as the amount of energy released when the substance is cooled to the original temperature.

#### *P3.p2 Energy Transfer*

P3.p2A Trace (or diagram) energy transfers involving various types of energy including nuclear, chemical, electrical, sound, and light.

### Standard C4: Properties of Matter

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#### *P4.p1 Kinetic Molecular Theory*

P4.p1A For a substance that can exist in all three phases, describe the relative motion of the particles in each of the phases.

P4.p1B For a substance that can exist in all three phases, make a drawing that shows the arrangement and relative spacing of the particles in each of the phases.

P4.p1C For a simple compound, present a drawing that shows the number of particles in the system does not change as a result of a phase change.

#### *P4.p2 Elements, Compounds, and Mixtures*

P4.p2A Distinguish between an element, compound, or mixture based on drawings or formulae.

P4.p2B Identify a pure substance (element or compound) based on unique chemical and physical properties.

P4.p2C Separate mixtures based on the differences in physical properties of the individual components.

P4.p2D Recognize that the properties of a compound differ from those of its individual elements.

## C5: Changes in Matter

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### *P5.p1 Conservation of Matter*

P5.p1A Draw a picture of the particles of an element or compound as a solid, liquid, and gas.

## Physics

## P3: Forces and Motion

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### *P3.p8 Magnetic Force*

P3.p8A Create a representation of magnetic field lines around a bar magnet and qualitatively describe how the relative strength and direction of the magnetic force changes at various places in the field.

## Kindergarten

### History

#### Living and Working Together

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*H2 Use historical thinking to understand the past.*

K.H2.0.1 Distinguish among yesterday, today, tomorrow.

K.H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).

K.H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.

K.H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

### Geography

#### The World in Spatial Terms

---

*G1 Use geographic representations to acquire, process, and report information from a spatial perspective.*

K.G1.0.1 Recognize that maps and globes represent places.

K.G1.0.2 Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

#### Places and Regions

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*G2 Understand how regions are created from common physical and human characteristics.*

K.G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

## Environment and Society

---

*G5 Understand the effects of human-environment interactions.*

K.G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

## Civics and Government

### Values and Principles of American Democracy

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*C2 Understand values and principles of American constitutional democracy.*

K.C2.0.1 Identify our country's flag as an important symbol of the United States.

K.C2.0.2 Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).

K.C2.0.3 Describe fair ways for groups to make decisions.

### Role of the Citizen in American Democracy

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*C5 Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

K.C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

## Economics

### Market Economy

---

*E1 Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

K - E1.0.1 Describe economic wants they have experienced.

K - E1.0.2 Distinguish between goods and services.

K - E1.0.3 Recognize situations in which people trade.

## Public Discourse, Decision Making, and Citizen Involvement

### Identifying and Analyzing Public Issues

---

*P3.1 Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

K.P3.1.1 Identify classroom issues.

K.P3.1.2 Use simple graphs to explain information about a classroom issue.

K.P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

### Persuasive Communication About a Public Issue

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*P3.3 Communicate a reasoned position on a public issue.*

K.P3.3.1 Express a position on a classroom issue.

### Citizen Involvement

---

*P4.2 Act constructively to further the public good.*

K.P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

K.P4.2.2 Participate in projects to help or inform others.

## First Grade

### History

#### Living and Working Together in Families and Schools

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*H2 Use historical thinking to understand the past.*

1.H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1.H2.0.2 Use a calendar to distinguish among days, weeks, and months.

1.H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1.H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

1.H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

1.H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1.H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

### Geography

#### The World in Spatial Terms

---

*G1 Use geographic representations to acquire, process, and report information from a spatial perspective.*

1.G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.

1.G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).

1.G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.

1.G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.

## Places and Regions

---

*G2 Understand how regions are created from common physical and human characteristics.*

1.G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

1.G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

## Human Systems

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*G4 Understand how human activities help shape the Earth's surface.*

1.G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

## Environment and Society

---

*G5 Understand the effects of human-environment interactions.*

1.G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

## Civics and Government

### Purposes of Government

---

*C1 Explain why people create governments.*

1.C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).

1.C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).

1.C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

### Values and Principles of American Democracy

---

*C2 Understand values and principles of American constitutional democracy.*

1.C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).

1.C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

### Role of the Citizen in American Democracy

---

*C5 Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

1.C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).

1.C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

## Economics

### Market Economy

---

*E1 Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

1.E1.0.1 Distinguish between producers and consumers of goods and services.

1.E1.0.2 Describe ways in which families consume goods and services.

1.E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

1.E1.0.4 Describe reasons why people voluntarily trade.

1.E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).

1.E1.0.6 Describe how money simplifies trade.

## Public Discourse, Decision Making, and Citizen Involvement

### Identifying and Analyzing Public Issues

---

*P3.1 Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

1.P3.1.1 Identify public issues in the school community.

1.P3.1.2 Use graphic data to analyze information about a public issue in the school community.

1.P3.1.3 Identify alternative resolutions to a public issue in the school community.

### Persuasive Communication About a Public Issue

---

*P3.3 Communicate a reasoned position on a public issue.*

1.P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

### Citizen Involvement

---

*P4.2 Act constructively to further the public good.*

1.P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

1.P4.2.2 Participate in projects to help or inform others.

## Second Grade

### History

#### Living and Working Together in Communities

---

*H2 Use historical thinking to understand the past.*

2.H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2.H2.0.2 Explain why descriptions of the same event in the local community can be different.

2.H2.0.3 Use an example to describe the role of the individual in creating history.

2.H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

2.H2.0.5 Identify a problem in a community's past and describe how it was resolved.

2.H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

### Geography

#### The World in Spatial Terms

---

*G1 Use geographic representations to acquire, process, and report information from a spatial perspective.*

2.G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

2.G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

## Places and Regions

---

*G2 Understand how regions are created from common physical and human characteristics.*

2.G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2.G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

## Human Systems

---

*G4 Understand how human activities help shape the Earth's surface.*

2.G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).

2.G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2.G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

## Environment and Society

---

*G5 Understand the effects of human-environment interactions.*

2.G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.

2.G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

## Civics and Government

### Purposes of Government

---

*C1 Explain why people create governments.*

2.C1.0.1 Explain why people form governments.

2.C1.0.2 Distinguish between government action and private action.

## Values and Principles of American Democracy

---

*C2 Understand values and principles of American constitutional democracy.*

2.C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.

2.C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

## Structure and Functions of Government

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*C3 Describe the structure of government in the United States and how it functions to serve citizens.*

2.C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.

2.C3.0.2 Use examples to describe how local government affects the lives of its citizens.

2.C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

## Role of the Citizen in American Democracy

---

*C5 Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

2.C5.0.1 Identify ways citizens participate in community decisions.

2.C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

2.C5.0.3 Design and participate in community improvement projects that help or inform others.

## Economics

### Market Economy

---

*E1 Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

2.E1.0.1 Identify the opportunity cost involved in a consumer decision.

2.E1.0.2 Identify businesses in the local community.

2.E1.0.3 Describe how businesses in the local community meet economic wants of consumers.

2.E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.

2.E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

## Public Discourse, Decision Making, and Citizen Involvement

### Identifying and Analyzing Public Issues

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*P3.1 Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

2.P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.

2.P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.

2.P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

## Persuasive Communication About a Public Issue

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*P3.3 Communicate a reasoned position on a public issue.*

2.P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

## Citizen Involvement

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*P4.2 Act constructively to further the public good.*

2.P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

2.P4.2.2 Participate in projects to help or inform others.

## Third Grade

### History

#### History of Michigan (Through Statehood)

---

*H3 Use historical thinking to understand the past.*

3.H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)

3.H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

3.H3.0.3 Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).

3.H3.0.4 Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

3.H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

3.H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

3.H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3.H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

3.H3.0.9 Describe how Michigan attained statehood.

3.H3.0.10 Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

## Geography

### The World in Spatial Terms

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*G1 Use geographic representations to acquire, process, and report information from a spatial perspective.*

3.G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.

3.G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

### Places and Regions

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*G2 Understand how regions are created from common physical and human characteristics.*

3.G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

3.G2.0.2 Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

### Human Systems

---

*G4 Understand how human activities help shape the Earth's surface.*

3.G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.

3.G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).

3.G4.0.3 Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.

3.G4.0.4 Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

## Environment and Society

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*G5 Understand the effects of human-environment interactions.*

3.G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.

3.G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.

## Civics and Government

### Purposes of Government

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*C1 Explain why people create governments.*

3.C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

## Values and Principles of American Democracy

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*C2 Understand values and principles of American constitutional democracy.*

3.C2.0.1 Describe how Michigan state government reflects the principle of representative government.

## Structure and Functions of Government

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*C3 Describe the structure of government in the United States and how it functions to serve citizens.*

3.C3.0.1 Distinguish between the roles of state and local government.

3.C3.0.2 Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees,

3.C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

3.C3.0.4 Explain how state courts function to resolve conflict.

3.C3.0.5 Describe the purpose of the Michigan Constitution.

## Role of the Citizen in American Democracy

---

*C5 Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

3.C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

## Economics

### Market Economy

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*E1 Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

3.E1.0.1 Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

3.E1.0.2 Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make Michigan.

3.E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).

3.E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3.E1.0.5 Explain the role of business development in Michigan's economic future.

### National Economy

---

*E2 Use fundamental principles and concepts of economics to understand economic activity in the United States.*

3.E2.0.1 Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

### International Economy

---

*E3 Use fundamental principles and concepts of economics to understand economic activity in the global community.*

3.E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

## Public Discourse, Decision Making, and Citizen Involvement

### Identifying and Analyzing Public Issues

---

*P3.1 Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative*

3.P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

3.P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

3.P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

### Persuasive Communication About a Public Issue

---

*P3.3 Communicate a reasoned position on a public issue.*

3.P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

### Citizen Involvement

---

*P4.2 Act constructively to further the public good.*

3.P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

3.P4.2.2 Participate in projects to help or inform others.

## Fourth Grade

### History

#### History of Michigan (Beyond Statehood)

---

*H3 Use historical thinking to understand the past.*

4.H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.

- What happened?
- When did it happen?
- Who was involved?
- How and why did it happen?
- How does it relate to other events or issues in the past, in the present, or in the future?
- What is its significance?

4.H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

4.H3.0.3 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.

4.H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000).

4.H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.

4.H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

4.H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4.H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

4.H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

## Geography

### The World in Spatial Terms

---

*G1 Use geographic representations to acquire, process, and report information from a spatial perspective.*

4.G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

4.G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

4.G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

4.G1.0.4 Use geographic tools and technologies, stories, songs, and

4.G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

## Places and Regions

---

*G2 Understand how regions are created from common physical and human characteristics.*

4.G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

4.G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

## Human Systems

---

*G4 Understand how human activities help shape the Earth's surface.*

4.G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4.G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).

## Environment and Society

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*G5 Understand the effects of human-environment interactions.*

4.G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.

## Civics and Government

### Purposes of Government

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#### *C1 Explain why people create governments.*

4.C1.0.1 Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

4.C1.0.2 Explain probable consequences of an absence of government and of rules and laws.

4.C1.0.3 Describe the purposes of government as identified in the Preamble of the Constitution.

### Values and Principles of American Democracy

---

#### *C2 Understand values and principles of American constitutional democracy.*

4.C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4.C2.0.2 Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

## Structure and Functions of Government

---

*C3 Describe the structure of government in the United States and how it functions to serve citizens.*

4.C3.0.1 Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

4.C3.0.2 Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).

4.C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4.C3.0.4 Describe how the powers of the federal government are separated among the branches.

4.C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

4.C3.0.6 Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).

4.C3.0.7 Explain how the federal government uses taxing and spending to serve the purposes of government.

## Role of the Citizen in American Democracy

---

*C5 Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.*

4.C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

4.C5.0.2 Describe the relationship between rights and responsibilities of citizenship.

4.C5.0.3 Explain why rights have limits.

4.C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.

## Economics

### Market Economy

---

*E1 Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

4.E1.0.1 Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).

4.E1.0.2 Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).

4.E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

4.E1.0.4 Explain how price affects decisions about purchasing goods and services (substitute goods).

4.E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line).

4.E1.0.6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).

4.E1.0.7 Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

4.E1.0.8 Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned.

## National Economy

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*E2 Use fundamental principles and concepts of economics to understand economic activity in the United States.*

4.E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

## International Economy

---

*E3 Use fundamental principles and concepts of economics to understand economic activity in the global community.*

4.E3.0.1 Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

## Public Discourse, Decision Making, and Citizen Involvement

### Identifying and Analyzing Public Issues

---

*P3.1 Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative*

4.P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4.P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4.P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

### Persuasive Communication About a Public Issue

---

*P3.3 Communicate a reasoned position on a public issue.*

4.P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

### Citizen Involvement

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*P4.2 Act constructively to further the public good.*

4.P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4.P4.2.2 Participate in projects to help or inform others.

## Fifth Grade

### U.S. History Era 1 - Beginnings to 1620

#### American Indian Life in the Americas

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*U1.1 Describe the life of peoples living in North America before European exploration.*

5.U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

5.U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

5.U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

#### European Exploration

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*U1.2 Identify the causes and consequences of European exploration and colonization.*

5.U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.

5.U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

## African Life Before the 16th Century

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*U1.3 Describe the lives of peoples living in western Africa prior to the 16th century.*

5.U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).

5.U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

## Three World Interactions

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*U1.4 Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.*

5.U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.

5.U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

5.U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

5.U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.

## U.S. History Era 2 - Colonization and Settlement (1585-1763)

### European Struggle for Control of North America

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*U2.1 Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.*

5.U2.1.1 Describe significant developments in the Southern colonies, including

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- establishment of Jamestown
- development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
- relationships with American Indians (e.g., Powhatan)
- development of colonial representative assemblies (House of Burgesses)
- development of slavery

5.U2.1.2 Describe significant developments in the New England colonies, including

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- relations with American Indians (e.g., Pequot/King Phillip's War)
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- the development of government including establishment of town
- religious tensions in Massachusetts that led to the establishment of other colonies in New England

5.U2.1.3 Describe significant developments in the Middle Colonies, including

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle Colonies economies
- the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies
- immigration patterns leading to ethnic diversity in the Middle Colonies

5.U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

## European Slave Trade and Slavery in Colonial America

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*U2.2 Analyze the development of the slave system in the Americas and its impact upon the life of Africans.*

5.U2.2.1 Describe Triangular Trade including

- the trade routes
- the people and goods that were traded
- the Middle Passage
- its impact on life in Africa

5.U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.

5.U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

## Life in Colonial America

*U2.3 Distinguish among and explain the reasons for regional differences in colonial America.*

5.U2.3.1 Locate the New England, Middle, and Southern colonies on a map.

5.U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.

5.U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).

5.U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).

5.U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

## U.S. History Era 3 - Revolution and the New Nation (1754-1800)

### Causes of the American Revolution

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*U3.1 Identify the major political, economic, and ideological reasons for the American Revolution.*

5.U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.

5.U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.

5.U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

5.U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).

5.U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5.U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5.U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.

5.U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

## The American Revolution and Its Consequences

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*U3.2 Explain the multi-faceted nature of the American Revolution and its consequences.*

5.U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.

5.U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5.U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

5.U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).

## Creating New Government(s) and a New Constitution

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*U3.3 Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.*

5.U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.

5.U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).

5.U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.

5.U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).

5.U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).

5.U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

5.U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

5.U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

## Public Discourse, Decision Making, and Citizen Involvement

### Identifying and Analyzing Public Issues

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*P3.1 Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.*

5.P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

5.P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

5.P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

### Persuasive Communication About a Public Issue

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*P3.3 Communicate a reasoned position on a public issue.*

5.P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

## Citizen Involvement

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*P4.2 Act constructively to further the public good.*

5- P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5.P4.2.2 Participate in projects to help or inform others.

## Sixth Grade - Western Hemisphere Studies

### History

#### Temporal Thinking

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*H1.1 Use historical conceptual devices to organize and study the past.*

6.H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

6.H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/ Hijri calendars are included).

#### Historical Inquiry and Analysis

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*H1.2 Use historical inquiry and analysis to study the past.*

6.H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

6.H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

6.H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

6.H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

6.H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

## Historical Understanding

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*H1.4 Use historical concepts, patterns, and themes to study the past.*

6.H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

6.H1.4.2 Describe and use themes of history to study patterns of change and continuity.

6.H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

## World History Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C

### Peopling the Earth

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*W1.1 Describe the life of peoples living in North America before European exploration.*

6.W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).

6.W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

### Agricultural Revolution

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*W1.2 Describe the Agricultural Revolution and explain why it is a turning point in history.*

6.W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

6.W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).

6.W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

## World History Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

### Early Civilizations and Early Pastoral Societies

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*W2.1 Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.*

6.W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.

6.W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

6.W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).

6.W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

## World History Era 3 - Classical Traditions and Major Empires,

### Classical Traditions and Major Empires in the Western Hemisphere

*W3.1 Describe empires and agrarian civilizations in Mesoamerica and South America.*

6.W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.

6.W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).

6.W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.

6.W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.

6.W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

## Geography

### The World in Spatial Terms: Spatial Thinking

*G1.1 Use maps and other geographic tools to acquire and process information from a spatial perspective.*

6.G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6.G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

## The World in Spatial Terms: Geographical Inquiry and Analysis

*G1.2 Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

6.G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.

6.G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.

6.G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.

6.G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

6.G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

6.G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

## The World in Spatial Terms: Geographical Understanding

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*G1.3 Use geographic themes, knowledge about processes and concepts to study the Earth.*

6.G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6.G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

6.G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## Places and Regions: Physical Characteristics of Place

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*G2.1 Describe the physical characteristics of places.*

6.G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

6.G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

## Places and Regions: Human Characteristics of Place

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*G2.2 Describe the human characteristics of places.*

6.G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6.G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

6.G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

### Physical Systems: Physical Processes

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*G3.1 Describe the physical processes that shape the patterns of the Earth's surface.*

6.G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

### Physical Systems: Ecosystems

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*G3.2 Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.*

6.G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).

6.G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

## Human Systems: Cultural Mosaic

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*G4.1 Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

6.G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

## Human Systems: Technology Patterns and Networks

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*G4.2 Describe how technology creates patterns and networks that connect people, products, and ideas.*

6.G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

## Human Systems: Patterns of Human Settlement

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*G4.3 Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

6.G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).

6.G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

## Human Systems: Forces of Cooperation and Conflict

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*G4.4 Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.*

6.G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6.G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

## Environment and Society: Humans and the Environment

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*G5.1 Describe how human actions modify the environment.*

6.G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

6.G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).

6.G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

## Environment and Society: Physical and Human Systems

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*G5.2 Describe how physical and human systems shape patterns on the Earth's surface.*

**6– G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

## Civics and Government

### Purposes of Government: Nature of Civic Life, Politics, and Government

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*C1.1 Describe Civic Life, Politics, and Government and explain their relationships.*

**6.C1.1.1** Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

### Structure and Functions of Government; Characteristics of Nation-States

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*C3.6 Describe the characteristics of nation-states and how they may interact.*

**6.C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.

**6.C3.6.2** Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.

## Relationship of United States to Other Nations and World Affairs: Conflict and Cooperation Between and Among Nations

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*C4.3 Explain the various ways that nations interact both positively and negatively.*

**6.C4.3.1** Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).

**6.C4.3.2** Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

**6.C4.3.3** Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

## Economics

### Market Economy: Individual, Business, and Government Choices

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*E1.1 Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.*

**6.E1.1.1** Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

### National Economy: Role of Government

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*E2.3 Use fundamental principles and concepts of economics to understand economic activity in the United States.*

**6.E2.3.1** Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

## International Economy: Economic Interdependence

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*E3.1 Describe patterns and networks of economic interdependence, including trade.*

6.E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.

6.E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

6.E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

## International Economy: Economic Systems

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*E3.3 Describe how societies organize to allocate resources to produce and distribute goods and services.*

6.E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

## Public Discourse, Decision Making, and Citizen Involvement

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### Citizen Involvement

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*P4.2 Act constructively to further the public good.*

6.P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6.P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

6.P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

## Seventh Grade - Eastern Hemisphere Studies

### History

#### Temporal Thinking

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*H1.1 Use historical conceptual devices to organize and study the past.*

7.H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

7.H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

#### Historical Inquiry and Analysis

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*H1.2 Use historical inquiry and analysis to study the past.*

7.H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7.H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7.H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7.H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

7.H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

7.H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

## Historical Understanding

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*H1.4 Use historical concepts, patterns, and themes to study the past.*

7.H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

7.H1.4.2 Describe and use themes of history to study patterns of change and continuity.

7.H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

## World History Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C

### Peopling the Earth

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*W1.1 Describe the spread of people in the Eastern Hemisphere in Era 1.*

7.W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

7.W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

## Agricultural Revolution

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*W1.2 Describe the Agricultural Revolution and explain why it is a turning point in history.*

7.W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

7.W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

7.W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

## World History Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

### Early Civilizations and Early Pastoral Societies

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*W2.1 Analyze early Eastern Hemisphere civilizations and pastoral societies.*

7.W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

7.W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

7.W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

7.W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

7.W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

## World History Era 3 - Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

### Classical Traditions and Major Empires in the Eastern Hemisphere

*W3.1 Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art*

7.W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

7.W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7.W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

<p><u>7.W3.1.5</u> Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</p>
<p><u>7.W3.1.6</u> Use historic and modern maps to locate and describe trade networks among empires in the classical era.</p>
<p><u>7.W3.1.7</u> Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</p>
<p><u>7.W3.1.8</u> Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</p>
<p><u>7.W3.1.9</u> Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.</p>
<p><u>7.W3.1.10</u> Create a time line that illustrates the rise and fall of classical empires during the classical period.</p>

## Growth and Development of World Religions

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*W3.2 Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their*

<p><u>7.W3.2.1</u> Identify and describe the beliefs of the five major world religions.</p>
<p><u>7.W3.2.2</u> Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.</p>
<p><u>7.W3.2.3</u> Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</p>

## Geography

### The World in Spatial Terms: Spatial Thinking

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*G1.1 Use maps and other geographic tools to acquire and process information from a spatial perspective.*

7.G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

7.G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

### The World in Spatial Terms: Geographical Inquiry and Analysis

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*G1.2 Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.*

7.G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7.G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

7.G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7.G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.

7.G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7.G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

## The World in Spatial Terms: Geographical Understanding

---

*G1.3 Use geographic themes, knowledge about processes and concepts to study the Earth.*

7.G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7.G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7.G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## Places and Regions: Physical Characteristics of Place

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*G2.1 Describe the physical characteristics of places.*

7.G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

7.G2.1.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

## Places and Regions: Human Characteristics of Place

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### *G2.2 Describe the human characteristics of places.*

7.G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

7.G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

7.G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

## Physical Systems: Physical Processes

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### *G3.1 Describe the physical processes that shape the patterns of the Earth's surface.*

7.G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

## Physical Systems: Ecosystems

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### *G3.2 Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.*

7.G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

7.G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

## Human Systems: Cultural Mosaic

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*G4.1 Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

7.G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

## Human Systems: Technology Patterns and Networks

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*G4.2 Describe how technology creates patterns and networks that connect people, products, and ideas.*

7.G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

7.G4.2.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

## Human Systems: Technology Patterns and Networks

---

*G4.2 Describe how technology creates patterns and networks that connect people, products and ideas.*

7.G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

## Human Systems: Patterns of Human Settlement

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*G4.3 Describe the characteristics, distribution and complexity of Earth's cultural mosaic.*

7.G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

7.G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

## Human Systems: Forces of Cooperation and Conflict

---

*G4.4 Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.*

7.G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

7.G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

## Environment and Society: Humans and the Environment

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### *7.G5.1 Describe how human actions modify the environment.*

7.G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

7.G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

7.G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

## Environment and Society: Physical and Human Systems

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*G5.2 Describe how physical and human systems shape patterns on the Earth's surface.*

**7.G5.2.1** Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

## Civics and Government

### Purposes of Government: Nature of Civic Life, Politics, and Government

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*C1.1 Describe Civic Life, Politics, and Government and explain their relationships.*

**7– C1.1.1** Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

### Structure and Functions of Government: Characteristics of Nation-States

---

*C3.6 Describe the characteristics of nation-states and how they may interact.*

**7.C3.6.1** Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

### Relationship of United States to Other Nations and World Affairs: Conflict and Cooperation Between and Among

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*C4.3 Explain the various ways that nations interact both positively and negatively.*

**7.C4.3.1** Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

7.C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

7.C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

## Economics

### Market Economy: Individual, Business, and Government Choices

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*E1.1 Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.*

7.E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

7.E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

### National Economy: Role of Government

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*E2.3 Describe how national governments make decisions that affect the national economy.*

7.E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

## International Economy: Economic Interdependence

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### *E3.1 Describe patterns and networks of economic interdependence, including trade.*

7.E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7.E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

7.E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.

7.E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

## International Economy: Economic Systems

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### *E3.3 Describe how societies organize to allocate resources to produce and distribute goods and services.*

7.E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Public Discourse, Decision Making, and Citizen Involvement

Citizen Involvement

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*P4.2 Act constructively to further the public good.*

7.P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7.P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

7.P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

## **Eighth Grade - Integrated United States History**

### **Foundations in United States History and Geography Eras 1-3**

#### Political and Intellectual Transformations

F.1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)*
- *experiences with self-government (e.g., House of Burgesses and town meetings)*
- *changing interactions with the royal government of Great*

F.1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing

- *colonists' views of government*
- *their reasons for separating from Great Britain*

F.1.3 Describe the consequences of the American Revolution by

- *birth of an independent republican government*
- *creation of Articles of Confederation*
- *changing views on freedom and equality*
- *and concerns over distribution of power within governments, between government and the governed, and among people*

## U. S. History Era 3 - Revolution and the New Nation

### Creating New Government(s) and a New Constitution

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*U3.3 Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.*

8.U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).

8.U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

8.U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.

8.U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.

8.U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

8.U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.

8.U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

## U. S. History Era 4 - Expansion and Reform (1792-1861)

### Challenges to an Emerging Nation

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*U4.1 Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.*

8.U4.1.1 Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice.

8.U4.1.2 Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.

8.U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over

- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era)
- foreign relations (e.g., French Revolution, relations with Great Britain)

• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)

8.U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCullough v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*).

## Regional and Economic Growth

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*U4.2 Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

8.U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price
- industry, including entrepreneurial development of new industries, such as textiles
- the labor force including labor incentives and changes in labor forces
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
  
- immigration and the growth of nativism
- race relations
- class relations

8.U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.

8.U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.

8.U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

## Reform Movements

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### *U4.3 Analyze the growth of antebellum American reform movements.*

8.U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.

8.U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.

8.U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.

8.U4.3.4 Analyze the goals and effects of the antebellum temperance movement.

8.U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.

## U. S. History Era 5 - Civil War and Reconstruction (1850-1877)

### The Coming of the Civil War

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*U5.1 Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.*

8.U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.

8.U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).

8.U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).

8.U5.1.4 Describe how the following increased sectional tensions

- the Missouri Compromise (1820)
- the Wilmot Proviso (1846)
- the Compromise of 1850 including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas

- the Dred Scott v. Sandford decision (1857)
- changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)

8.U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War.

8.U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.

## Civil War

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### *U5.2 Evaluate the multiple causes, key events, and complex consequences of the Civil War.*

8.U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.

8.U5.2.2 Make an argument to explain the reasons why the North

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological

8.U5.2.3 Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence

8.U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8.U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

## Reconstruction

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### *U5.3 Using evidence, develop an argument regarding the character and consequences of Reconstruction.*

8.U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

8.U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen’s Bureau
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes

8.U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.

8.U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

7.W3.2.3 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

## U. S. History Era 6 - The Development of an Industrial, Urban and Global United States (1870-1930)

### America in the Last Half of the 19th Century

*U6.1 Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. (Introduction of topics)*

8.U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)

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|---|
| <ul style="list-style-type: none"><li>• economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers</li></ul>  |
| <ul style="list-style-type: none"><li>• the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</li></ul> |
| <ul style="list-style-type: none"><li>• the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</li></ul>  |

## Public Discourse, Decision Making, and Citizen Involvement

### Citizen Involvement

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#### *P4.2 Act constructively to further the public good.*

<p><u>8.P4.2.1</u> Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>
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<p><u>8.P4.2.2</u> Engage in activities intended to contribute to solving a national or international problem studied.</p>
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<p><u>8.P4.2.3</u> Participate in projects to help or inform others (e.g., service learning projects).</p>
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## Middle School Capstone Projects

*Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects. Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects.*

### Global Issues Past and Present

#### Global Topic Investigation and Issue Analysis

6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.	Contemporary Investigation Topics	
	Global Climate Change – Investigate the impact of global climate change and describe the significance for human/ environment relationships.	
	Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.	
	Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.	

Ann Arbor Learning Community  
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	<p>Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.</p>
	<p>Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.</p>
<p><u>6 – G6.1.2</u> Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.</p>	<p>Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography</p>
	<p><i>WHG Era 1</i></p>
	<p>Population Growth and Resources – Investigate how population growth affects resource availability.</p>
	<p>Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.</p>
	<p><i>WHG Era 2</i></p>
	<p>Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.</p>

*WHG Era 3*

Development – Investigate economic effects on development in a region and its ecosystems and societies.

Public Discourse, Decision Making, and Citizen Involvement

<p>7. <u>G6.1.1</u> Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.</p>	<p>Contemporary Investigation Topics</p>
	<p>Conflict, Stability, and Change – Investigate the significance of conflict, stability, and change in governmental systems within the region.</p>
	<p>Diversity and Nationalism – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.</p>
	<p>Urbanization – Investigate urbanization and its consequences for the world’s population.</p>
	<p>Oil and Society – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.</p>
	<p>Children in the World – Investigate issues affecting children such as health, labor, and war.</p>
	<p>Regional Cooperation – Explain the significance of and barriers to regional cooperation.</p>

<p>7. G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. <i>See choices under 6th Grade.</i></p>	<p>Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography</p>
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### Investigation Topics and Issue Analysis

<p>8.U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.</p>	<p>Examples of Investigation Topics and Questions (and examples from United States History)</p>	
	<p><i>Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)</i></p>	
	<p>Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)</p>	

The Government and Social Change  
– How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)

Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

### Public Discourse, Decision Making, and Citizen Involvement

#### Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen

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6.P3.1.1; 7.P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.

- Identify the causes and consequences and analyze the impact, both positive and negative.

- Share and discuss findings of research and issue analysis in group discussions and debates.

- Compose a persuasive essay justifying the position with a reasoned argument.

- Develop an action plan to address or inform others about the issue at the local to global scales.

8.P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- Identify a national public policy issue.

- Clearly state the issue as a question of public policy orally or in written form.

- Use inquiry methods to trace the origins of the issue and to acquire data about the issue.

- Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.

- Identify and apply core democratic values or constitutional principles.

- Share and discuss findings of research and issue analysis in group discussions and debates.

- Compose a persuasive essay justifying the position with a reasoned argument.

- Develop an action plan to address or inform others about the issue

**SECTION e**  
**Method of Pupil Assessment**

## METHOD OF PUPIL ASSESSMENT – Section 7e

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.5, the Academy shall properly administer the academic assessments identified in this schedule and in accordance with the requirements detailed in the Master Calendar of Reporting Requirements annually issued by the Eastern Michigan University Charter Schools Office (“CSO”).

The Academy shall authorize The CSO to have access to the Academy’s Student/School Data Applications through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy’s Michigan Educational Assessment Program (“MEAP”), Michigan Merit Exam (“MME”) and other state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

### Academic Assessments to Be Administered:

<b>Grade(s)</b>	<b>Academic Assessment(s)</b>
Grades 3-8	Scantron Performance Series Reading and Mathematics
Grades 3-8,	MEAP

**SECTION f**  
**Application and Enrollment of Students**

## **APPLICATION AND ENROLLMENT OF STUDENTS – Section 7f**

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

### **Enrollment Limits**

The Academy will offer kindergarten through eighth grade. The maximum enrollment shall be 300 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

### **Requirements**

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

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

### **Matriculation Agreement**

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.
- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office (“CSO”) for review.

- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with this Contract.
- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

### **Application Process**

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

### **Legal Notice or Advertisement**

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

### **Re-enrolling Students**

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

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

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

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

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

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

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

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

### **Random Selection Drawing**

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

Prior to the application period, the Academy shall:

Establish written procedures for conducting a random selection drawing.

Establish the maximum number of spaces available per grade or grouping level.

Establish the date, time, place and person to conduct the random selection drawing.

Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.

Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

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

**SECTION g**  
**School Calendar and School Day Schedule**

### Kindergarten (Half Day) Regular Daily Schedule

<i>Activity</i>	<i>Start Time</i>	<i>End Time</i>
Instruction	8:30 AM	12:15 PM

### Kindergarten (Full Day) through Grade 5 Regular Daily Schedule

<i>Activity</i>	<i>Start Time</i>	<i>End Time</i>
Instruction	8:30 AM	1:00 PM
Lunch	1:00 PM	1:30 PM
Instruction	1:30 PM	3:40 PM

Note: The lunch times listed in the table above are for grades 2 – 3.  
Full Day Kindergarten – Grade 1 lunch is 12:20 pm to 12:50 pm.  
Grades 4 – 5 lunch is 11:40 am to 12:10 pm.

### Grades 6 – 8 (Middle School) Regular Daily Schedule

<i>Activity</i>	<i>Start Time</i>	<i>End Time</i>
First Hour	8:30 AM	9:15 AM
Core Subject 1	9:20 AM	11:00 AM
Lunch	11:00 AM	11:30 AM
Core Subject 2	11:35 AM	1:10 PM
Recess	1:10 PM	1:25 PM
Specials (classes)	1:25 PM	2:05 PM
Elective 1	2:10 PM	2:50 PM
Elective 2	2:55 PM	3:35 PM
Student Dismissal	3:35 PM	3:40 PM



# Ann Arbor Learning Community 2013-2014 Calendar

## September

2 - School Office is Closed (Labor Day)  
3 - First Day of School  
20 – 24 Hearing & Vision Screening  
30 - No School for Students (Professional Development)

## October

2 - Count Day  
7 - School Picture Day  
8 - 25 - MEAP Testing  
21 – Hearing & Vision Re-Screening  
28 - No School for Students (Teacher Work Day)

## November

4- First Marking Period Ends  
7- Half Day for Students (8:30am-12pm)  
and Parent-Teacher Conferences  
27-29 No School for Students (Thanksgiving Break)

## December

23-31- Winter Break

## January

1-3 - Winter Break  
17 - No School for Students (Teacher Work Day)  
20- No School for Students (MLK Day)  
23- Second Marking Period Ends

## February

12 - Count Day  
17-21- Mid-Winter Break

## March

13 - Fun Day Pictures  
26 - No School for Students (Professional Development)

## April

2 - Third Marking Period Ends  
7 -11 - Spring Break  
17 - Half Day for Students (8:30am-12:00pm) and Parent Teacher Conferences

## May

1 - New Student Night  
23- No School for Students (Teacher Work Day)  
26- No School for Students (Memorial Day)

## June

10 - Last Day of School, Half Day for Students (8:30am-12pm), Fourth Marking Period Ends

**SECTION h**  
**Age and/or Grade Range of Pupils**

**SECTION H**  
**AGE OR GRADE RANGE OF PUPILS**  
**TO BE ENROLLED**

**SECTION H. AGE OR GRADE RANGE OF PUPILS TO BE ENROLLED**

The Academy will enroll students in Kindergarten through 8th grade, inclusive. The Academy may incorporate additional grades with the written approval of the authorizing body.

Students of the Academy will be children who are at least 5 years old by first day of the month designated by Michigan Department of Education. For the 2013-14 school year this date is November 1. For 2014-15 this date is October 1. For 2015-16 this date is September 1. See MCL 380.1147.