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## An Overview of Early College High Schools

Early college high schools are based on an innovative approach that is fueled by the idea that when academic rigor and increased access to higher education opportunities are combined with the opportunity to save time and money, students will be motivated to work hard and meet serious intellectual challenges. With a focus on low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education, the early college model affords these students the opportunity to simultaneously earn high school and college credit in a challenging, yet supportive program, compressing the time that it takes for them to complete high school and up to two years' worth of college coursework as part of a coherent course of study.

The national early college model was launched by the Bill and Melinda Gates Foundation and expanded from the Middle College concept first articulated in 1972. Although the early college and Middle College models are not the same, the design of the early college high school is strongly influenced by 30 years of experience with Middle College, and the lessons of that experience have informed the new initiative and helped to demonstrate the necessary elements for student success. Incorporating elements of the design, the early college model emphasizes different goals: more intensive collaboration between secondary and higher education and an articulated, accelerated academic journey. Fundamentally the early college high school model:

- Reaches out for students who are underserved by regular schools;
- Demands a cooperative relationship between the high school administration and the college;
- Offers a different sequence of courses from the tenth grade and an accelerated program from the ninth grade to the Associate's degree, which can be achieved in less time
- Combines the resources of a high school on a college campus with college facilities (gym, library, cafeteria), making them all available to the early college high school student;
- Requires active college campus collaboration from the college administrative structure: faculty interchange, support from the college divisions of finance, admissions, scheduling, and counseling under a college appointed administrator;
- Enhances the role of high school faculty;
- Integrates high school and college in an articulated program.

While each early college high school provides its students with a personalized and unique experience, all early college schools adhere to five, interrelated Core Principles, which define the fundamental beliefs of the model.

### Core Principles

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

## Rationale

The important academic and institutional rationales that underlie the structure of early college high school are based on well-established theories of developmental psychology, embedded into a practical model of educational reform. They are:

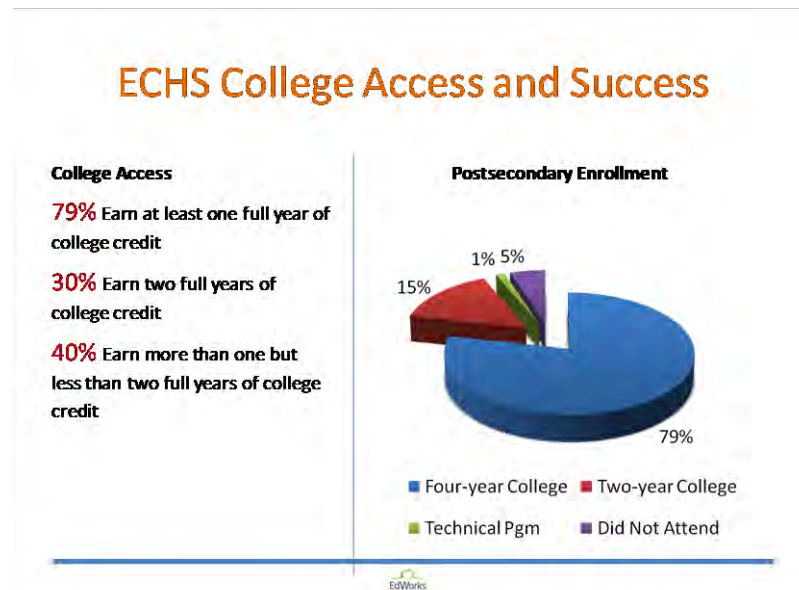
- Intellectual maturation is a continuous process: there is little or no difference between a student at the conclusion of the twelfth grade and the beginning of college enrollment. Therefore, learning should be a continuous process; the transitions should be smooth; and the curriculum between high school and college should be coordinated.
- Challenge, both academic and personal, is a strong motivator for achievement.
- Positive role models improve behavior.
- Flexible use of time advances opportunities for mastery.
- Teachers involved in reform have increased motivation for success; caring teachers improve students' success.

## Evidence of Success

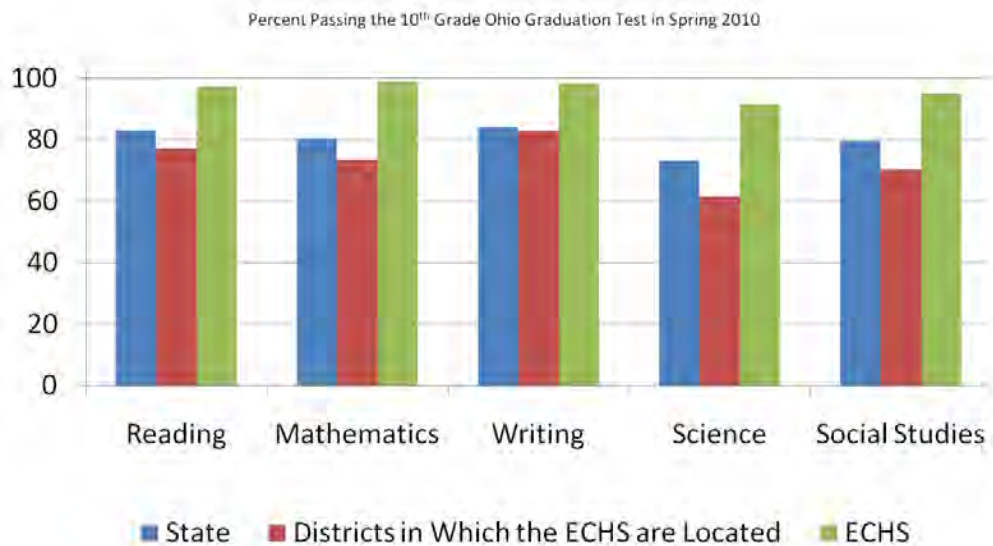
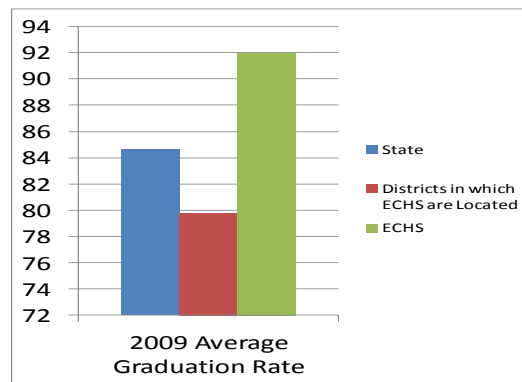
One of the core principles of the early college model is the commitment to serve students who have traditionally been underrepresented in higher education, a group that overlaps significantly with the population of students deemed at risk. Early college high schools have traditionally been designed so that low-income youth, first-generation college-attendees, English language learners, students of color, and other young people underrepresented in higher education can earn a high school diploma and college credit simultaneously. Despite the well-known troubling data regarding similar student populations, the culture of success and support that is established at early college high schools has been successful in changing the odds for these students.

- On average, daily attendance rates for early college students in 2009 was 94%, and even higher for those students in the early college high schools located on college campuses.
- The average grade-to-grade promotion rate in early college schools is 85%.
- The average proficiency rate on state assessments in 2007-08 was 74% in English Language Arts and 67% in mathematics. Overall, early college schools scored 7 percentage points higher in both subject areas relative to high schools in their local districts

These proficiency rates are even higher in early college high schools who have partnered with EdWorks as their intermediary (see graphs below).



## Ohio ECHS Graduation Rate Comparison



### STEM Focus

In addition to using the Early College High School design as the framework for the school's structure and culture, the instructional program will be guided by an academic focus on Science, Technology, Engineering, and Mathematics (STEM). There is a strong belief among scientific, business, and education leaders that in order for America to innovate and compete, we must prepare all of our children through a STEM education. Unfortunately, the United States typically scores toward the middle of the pack in international comparisons of math and science understanding among students in industrialized nations. At the same time, results from current National Assessment of Educational Progress demonstrate severe achievement shortcomings for students, especially among 12<sup>th</sup> graders within the populations typically underrepresented in post-secondary institutions.<sup>1</sup> A STEM focused instructional will:

<sup>1</sup> [www.edweek.org/go/tc08/str](http://www.edweek.org/go/tc08/str)

- Prepare all students to excel in an information-based, technologically advanced society
- Emphasize “hands-on” inquiry and experiential learning
- Integrate science and mathematics with the arts, humanities, and social sciences
- Be student-centered and open to all students

To accomplish these goals, the STEM focus will address both content – advanced study in science and mathematics – and pedagogy – project/problem based learning and a heightened integration across disciplines. STEM literacy will refer to an individual’s ability to apply his or her understanding of how the world works within and across four interrelated domains: science, technology, engineering, and mathematics. This approach will prepare students to be successful in post-secondary education opportunities and workplaces that emphasize information and collaboration.

Furthermore, as a school emphasizing the STEM disciplines it will have a dual purpose that will propel students forward academically into college and into the workplace and beyond. The school will both expand access to the STEM disciplines for its students, while also making the connection between the high school experience and postsecondary education and training, supporting them as they move from one level of the education system to the next. Students will make their selection of STEM pathway prior their Bridge Year (year 3) – agribusiness, bioengineering, or nursing. While these three pathways are specific and have a defined sequence of courses, they will prepare students to continue their studies in any of the career fields of Agriculture and Human Ecology, Mathematics, Natural Sciences and Technology, or Health and Sports Sciences.



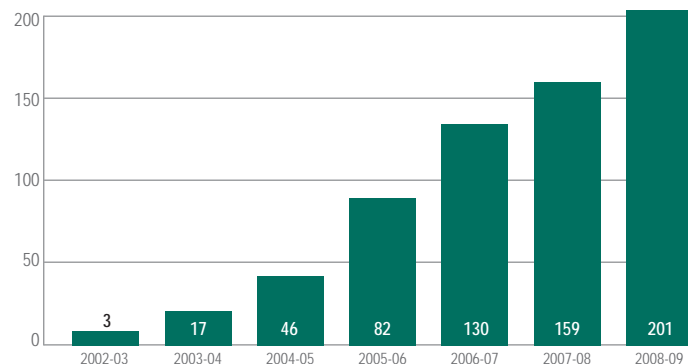
## Early College High School Initiative

# A Portrait in Numbers

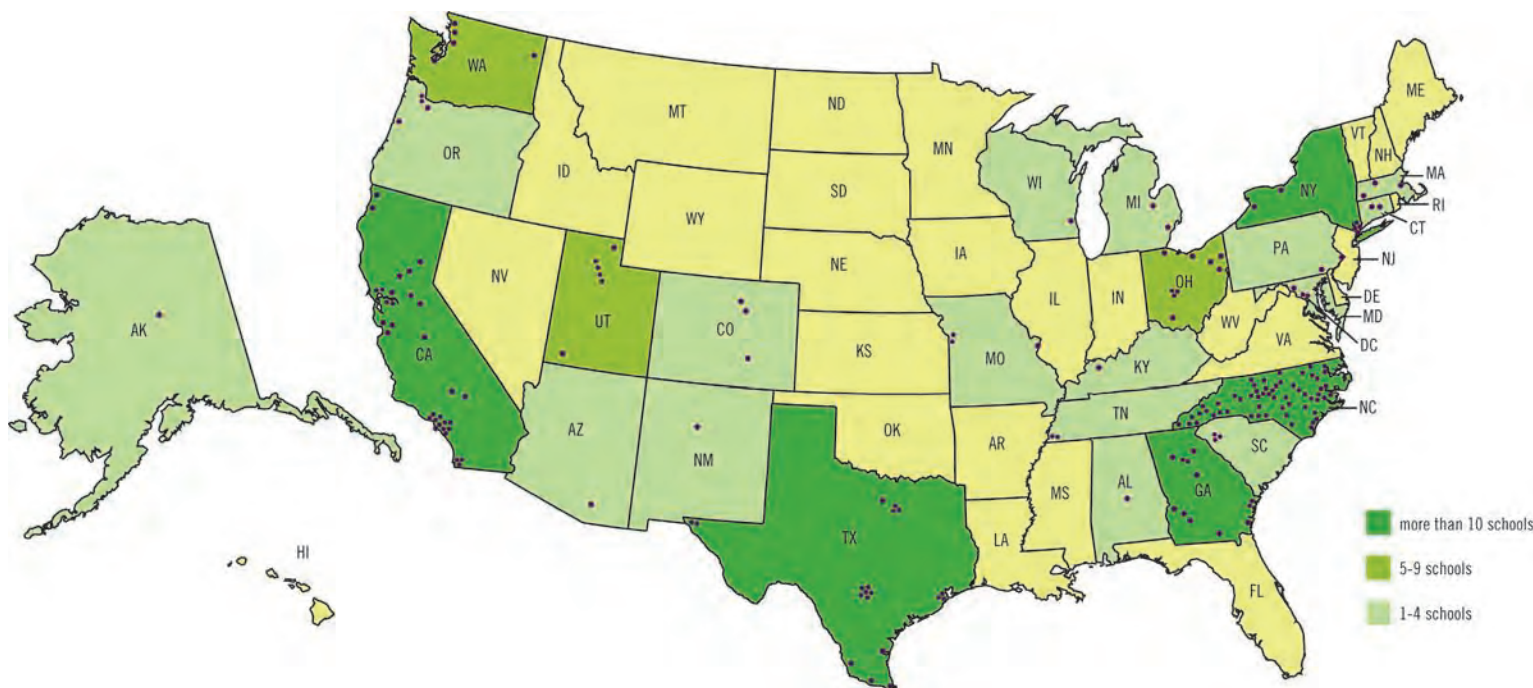
Early college is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college schools blend high school and college in a rigorous, yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

The schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and one to two years of transferable college credit—tuition free.

Since 2002, the partner organizations of the Early College High School Initiative have started or redesigned more than 200 schools in 24 states. Ultimately, approximately 250 early college schools will serve over 100,000 students each year.



Number of Early College Schools



## Core Principles of the Early College High School Initiative

All early colleges adhere to five principles that constitute the fundamental tenants of the initiative:

**Core Principle 1:** Early colleges are committed to serving students underrepresented in higher education.

**Core Principle 2:** Early colleges are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

**Core Principle 3:** Early colleges and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

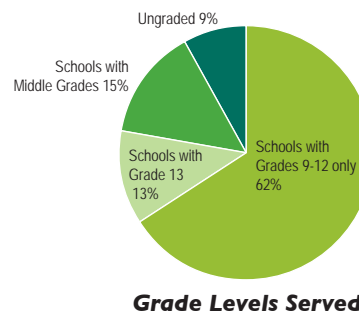
**Core Principle 4:** Early colleges engage all students in a comprehensive support system that develops academic and social skills, as well as the behaviors and conditions necessary for college completion.

**Core Principle 5:** Early colleges and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

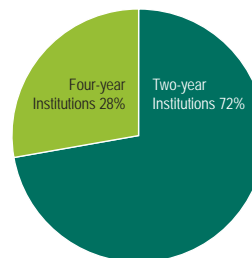
## The Core Principles in Practice

Based on the core principles, each early college develops a unique vision and learning environment to best serve its community's young people.

Early college students take college courses by grades 11 and 12. Some schools serve students as early as the sixth grade, preparing them sooner for college-level work. Some schools are ungraded, including schools that serve young people who had dropped out of a traditional high school. Other schools include grade 13, allowing more time for students to prepare for college-level work or attain an Associate's degree upon graduation.

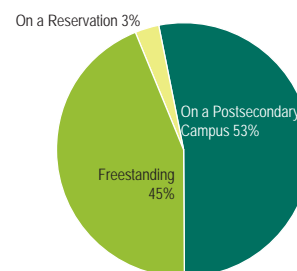


Every early college partners with either a two-year or four-year college—and a few with both. Together, they create a rigorous and coherent course of study that enables students to move smoothly into college work.



**Types of Postsecondary Partners**

Most early colleges are located on a college campus, drawing on the college environment and experience to build students' identity as college goers. Some are freestanding schools, situated near a partner's campus. Others, designed specifically to serve Native American students, are located on reservations.



**Locations of Schools**



## Who do early college schools serve?

**Early college schools are committed to serving students underrepresented in higher education.**

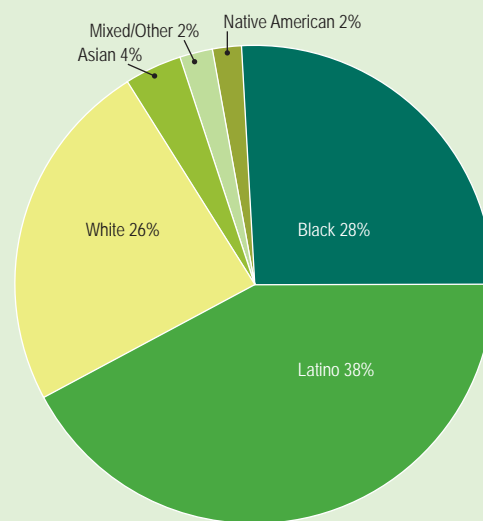
**74 percent** of early college students are students of color.

**56 percent** of early college students are eligible for free or reduced lunch—a conservative estimate of the number of students from low-income families.

**Nearly a third** of early college schools receive Title 1 funding, based on the high percentage of low-income students served.

**32 schools** serve students who previously dropped out of traditional high schools or were at risk of dropping out.

**10 schools** serve Native American youth and are located in the communities where native students live.

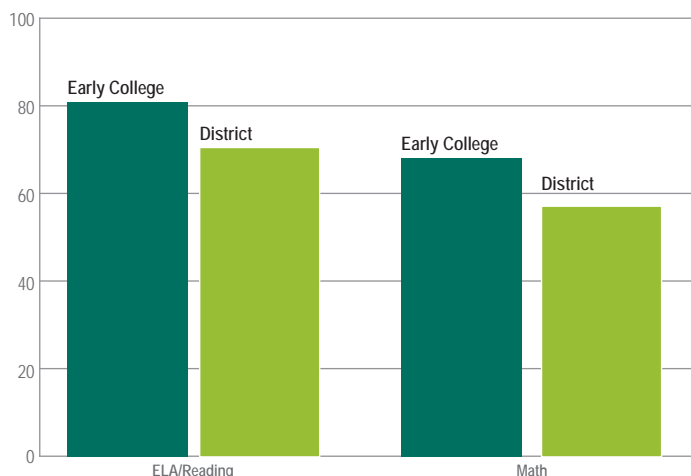


**Race and Ethnicity of Early College Students**

## How are early college students faring?

In contrast to troubling national data for similar student populations, early college schools are beating the odds for the students they serve:

- Attendance rates for early college students average **over 90 percent**, indicating high levels of student engagement and commitment to the academic program.
- Grade-to-grade promotion rates in early college schools also **exceed 90 percent**.
- Early college students outperform students in their districts on state mandated math and English language arts exams (see graph, below).



**Students Scoring Proficient or Above on State ELA/Reading and Math Assessments**

Based on the 43 schools for which data were available in the 2005-06 school year.

## The First Early College Graduates

The Early College High School Initiative began in the 2002-03 school year. In 2006, the first three schools granted diplomas to 115 students. In 2007, more than 900 students graduated from 18 early college schools.

Of these early college graduates:

- 85 percent earned at least a semester of transferable college credit. 10 percent earned two full years of college credit or an Associate's degree.
- More than 60 percent were accepted to four-year colleges, exceeding national rates for similar populations.
- More than 250 early college graduates have earned merit-based college scholarships. Five have earned the prestigious Gates Millennium Scholarship, awarded to 1,000 high-achieving, low-income students each year.

Colleges accepting early college high school graduates include: *Bryn Mawr College, the City University of New York, Cornell, Dartmouth, Texas A&M, University of California at Berkeley, and University of Dayton.*



## How are early college schools supported?

As of the 2007-08 school year, the 13 Early College High School Initiative partner organizations have opened more than 200 schools, with more yet to open. The partners work directly with early college schools, school districts, and postsecondary institutions. They provide start-up and ongoing technical support, guidance, and professional development for their networks of schools.

### Partners

- **Center for Native Education:** 10 schools
- **City University of New York:** 6 schools
- **Communities Foundation of Texas/Texas High School Project:** 14 schools
- **Foundation for California Community Colleges:** 23 schools
- **Gateway to College National Network:** 17 schools
- **Georgia Board of Regents:** 12 schools
- **KnowledgeWorks Foundation:** 8 schools
- **Middle College National Consortium:** 21 schools
- **National Council of La Raza:** 10 schools
- **North Carolina New Schools Project:** 60 schools
- **SECME, Inc.:** 2 schools
- **Utah Partnership for Education:** 6 schools
- **Woodrow Wilson National Fellowship Foundation:** 12 schools

### How do I learn more?

For more information about the Early College High School Initiative and its partner organizations, please visit [www.earlycolleges.org](http://www.earlycolleges.org).

### Sources

Data on the number of schools, types of partnerships, and their locations are provided to Jobs for the Future by the intermediary partner organizations that support early college schools.

Student demographic data is based on information supplied by schools to the Early College High School Student Information System. The SIS is managed by Jobs for the Future and Public Consulting Group. It provides longitudinal data to support the initiative.

Attendance and promotion data are based on information supplied by schools to the SIS.



Jobs for the Future, an action/research and policy organization that promotes innovation in education and workforce development, is the lead coordinator, manager, and policy advocate for the Early College High School Initiative.

### Funders

The 13 partner organizations in the initiative have received grants from the Bill & Melinda Gates Foundation and other funders to plan and open early college schools. While catalytic, these start-up grants are small in comparison to the operating budgets of schools, which are funded primarily by states and local districts.



State testing data are drawn from the annual evaluation of the Early College High School Initiative, conducted by the American Institutes for Research and SRI International.

Graduation data are drawn from Jobs for the Future surveys of schools with graduating classes. The data represent only those schools that had implemented an early college design for at least four years.

Photos copyright © 2005 and 2008 by David Binder, except photo of a youth in a graduation gown, which is courtesy of the Center for Native Education.

**CERTIFICATE OF INCORPORATION  
OF  
EARLY COLLEGE HIGH SCHOOL  
AT  
DELAWARE STATE UNIVERSITY, INC.**

THE UNDERSIGNED INCORPORATOR, in order to form a nonprofit corporation for the purposes hereinafter stated, pursuant to the provisions of the General Corporation Law of the State of Delaware (the "DGCL"), does execute this Certificate of Incorporation and does hereby certify as follow:

FIRST. The name of the corporation (the "Corporation") is:

**Early College High School at Delaware State University, Inc.**

SECOND. The address of the Corporation's registered office in the State of Delaware is 1200 N. DuPont Highway, County of Kent, Dover, DE 19901 (Att: Provost). The Corporation itself shall serve as the registered agent at such address.

THIRD. The Corporation is being organized and will be operated exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or the corresponding provision of any subsequent federal tax law, but limited specifically to the operation of a public charter high school pursuant to the provisions of Title 14, Delaware Code, Chapter 5.

FOURTH. As a means of accomplishing the foregoing purposes, the Corporation shall have the power to do any and all acts as are necessary or conducive to the attainment of any of the objects and purposes hereinbefore set forth, to the same extent and as fully as any natural person might or could do; provided, however, that no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. In addition, notwithstanding any provision of this Certificate of Incorporation or any provisions of applicable Delaware law to the contrary, the Corporation shall not have the power:

- (a) to exercise any authority or power either expressly, by interpretation, or by operation of law that will prevent it at any time from qualifying and continuing to qualify as an organization described in Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law;
- (b) to be operated for the primary purpose of carrying on a trade or business for profit;
- (c) to use any part of its income to reduce a debt on property that will revert ultimately to private individuals; or

(d) to engage in any activities that are unlawful under the laws of the United States, the State of Delaware, or any other jurisdiction where its activities are or may be carried on.

FIFTH. No compensation, loan, or other payment shall be paid to any Officer, Director, Member, creator, or organizer of the Corporation, or substantial contributor to it, except as reimbursement of out-of-pocket expenditures and reasonable compensation for services actually rendered to or on behalf of the Corporation, and no part of the assets or net earnings, current or accumulated, of the Corporation shall ever be distributed to or divided among such persons or inure to, be used for, accrue to, or benefit any such person or other private individual.

SIXTH. The Corporation shall be a membership corporation and shall have no authority to issue capital stock. The sole member of the corporation shall be Delaware State University. The private property of the member of the Corporation shall not be subject to the payment of the Corporation's debts to any extent whatsoever.

SEVENTH. The affairs and business of the Corporation shall be managed and conducted by a governing body that shall be called the Board of Directors, which shall have and exercise full power in the management and conduct of the business and affairs of the Corporation. Except as otherwise specifically set forth herein, the qualifications, election, number, tenure, powers, and duties of the members of the Board of Directors shall be as provided in the Bylaws of the Corporation.

EIGHTH. No Director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of fiduciary duty as a director, except for liability (a) for any breach of the Director's duty of loyalty to the Corporation, (b) for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law, (c) under Section 174 of the DGCL, or (d) for any transaction from which the Director derived an improper personal benefit. If the DGCL is amended to authorize corporate action further eliminating or limiting the personal liability of directors, then the liability of the Directors shall be eliminated or limited to the full extent permitted by the DGCL as so amended. The elimination and limitation of liability provided herein shall continue after a director has ceased to occupy such position as to acts or omissions occurring during such director's term or terms of office. Any amendment, repeal, or modification of this Article EIGHTH shall not adversely affect any right or protection of a director of the Corporation existing at the time of such repeal or modification.

NINTH. In furtherance and not in limitation of the powers conferred upon the Board of Directors by law, the Board of Directors shall have the power to make, adopt, alter, or repeal, from time to time, the Bylaws of the Corporation.

TENTH. In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall, except as otherwise may be provided by law, transfer all of the assets of the Corporation in such manner as the Directors, in the exercise of their discretion,

may by a majority vote determine; provided, however, that upon said liquidation, dissolution, or winding up of the affairs of the Corporation, any such transfer of assets shall be to Delaware State University if it then is an organization described in Section 501(c)(3) of the Code, and provided further that if Delaware State University is not then such an organization, then such transfer shall be to (a) one or more organizations or entities described in Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law; or (b) the Federal Government or a Delaware or local government for a public purpose; or (c) if pursuant to a decree of a court with jurisdiction, another organization to be used in such manner as in the judgment of such court will best accomplish the general purposes for which the Corporation is herein organized.

ELEVENTH. The Corporation reserves the right to amend, alter, or repeal any provisions contained in this Certificate of Incorporation by majority vote of the Board of Directors and approval by the University as the sole member of the Corporation; provided, however, that no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

TWELFTH. The Corporation shall have perpetual existence.

THIRTEENTH. The Corporation shall indemnify its Officers and Directors to the full extent permitted by Section 145 of the DGCL, as amended from time to time.

FOURTEENTH. Harry L. Williams is the sole incorporator and his mailing address is c/o Delaware State University, Administration Building, 1200 N. DuPont Highway, Dover, Delaware 19901.

IN WITNESS WHEREOF, I, the undersigned, being the sole Incorporator of Early College High School at Delaware State University, Inc., do hereby certify that this is my act and deed and that the facts herein stated are, to the best of my knowledge and belief, truly set forth, and, accordingly, I have hereunto set my hand this 7th day of December, 2011.

  
Harry L. Williams  
Sole Incorporator

WRITTEN ACTION OF THE SOLE INCORPORATOR  
OF  
EARLY COLLEGE HIGH SCHOOL  
AT  
DELAWARE STATE UNIVERSITY, INC.

I, the undersigned President of, and acting on behalf of, Delaware State University (the sole member of the herein named corporation) and being the sole incorporator of Early College High School at Delaware State University, Inc., a Delaware corporation (the "Corporation"), acting prior to the election of directors pursuant to Sections 107 and 108 of the General Corporation Law of the State of Delaware, do hereby adopt the following resolutions:

**Initial Corporate Officers**

RESOLVED, that the persons named below shall be the initial officers of the corporation, to wit:

President – Alton Thompson, Ph.D.

Vice President – Judi L. Coffield, Ed.D.

Secretary – Rebecca Fox-Lykens, Ed.D.

Assistant Secretary - Rayton R. Sianjina, Ed.D.

Treasurer – Amir Mohammadi

**Adoption of Bylaws**

RESOLVED, that the Bylaws attached hereto as Exhibit A be, and hereby are, adopted.

**Adoption of Mission and Vision Statements**

RESOLVED, that the Mission and Vision Statements attached hereto as Exhibit B be, and hereby are, adopted.

**Corporate Governance and Organizational Matters**

RESOLVED, that the Treasurer is hereby authorized to pay all fees and expenses incident to and necessary for the organization of the Corporation.

RESOLVED, that the fiscal year for the Corporation shall end on the last day of June.

### **Bank Relationships**

RESOLVED, that the President and Treasurer of the Corporation be, and they hereby are, authorized for and on behalf of the Corporation to enter into such banking accounts and arrangements with any one or more banks as they may in their absolute discretion deem necessary or desirable for the conduct of the ordinary course of business of the Corporation.

RESOLVED, that the President and Treasurer of the Corporation be, and each hereby is, authorized to, from time to time, sign checks on any of such bank accounts.

### **Delaware Charter School Application**

RESOLVED, that the proper officers be and they hereby are authorized to do any and all acts necessary to obtain a charter under the provisions of Title 14, Chapter 5 of the Delaware Code.

### **Other Acts and Documents**

RESOLVED, that the Secretary and Treasurer of the Corporation are hereby authorized and directed to procure, or caused to be procured, all appropriate corporate books and books of account that they may deem necessary or appropriate in connection with the business of the Corporation.

### **Conflict of Interest Policy**

RESOLVED, that the Annual Disclosure Statement for Board Members and Conflict of Interest Policy appended hereto as Exhibit C is hereby adopted.

### **Application for Tax-Exempt Status**

RESOLVED, that the proper officers be and they hereby are authorized to do any and all acts necessary to obtain Federal tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including, without limitation, the preparation and execution of Treasury Department Form 1023, Application for Recognition of Exemption, and any forms, schedules, and other attachments deemed necessary or desirable to be appended to said Application.


RESOLVED, that the effective date of the above resolutions is December 7, 2011.

### Election of Directors

RESOLVED, that, effective December 8, 2011, the following persons shall be, and they hereby are, the duly elected Founding Directors of the Corporation, who shall serve until the sole member of the corporation elects directors meeting the requirements of Article IV, Section 2 of the bylaws:

John N. Austin, Ph.D.	Charles S. McDowell, Esq.
Judi L. Coffield, Ed.D.	Amir Mohammadi
Joan Engel	Rayton R. Sianjina, Ed.D.
Rebecca Fox-Lykens	Alton Thompson, Ph.D.
Lois M. Hobbs	Stephanie M. G. Wright, Ed.D.

IN WITNESS WHEREOF, I, the undersigned President of, and acting on behalf of, Delaware State University (the sole member of the herein named corporation) and being the sole incorporator of Early College High School at Delaware State University, Inc., have hereunto set my hand and seal this 7th day of December, 2011.

  
Harry L. Williams  
Sole Incorporator

1037597

**EARLY COLLEGE HIGH SCHOOL**  
**AT**  
**DELAWARE STATE UNIVERSITY, INC.**

----  
**B Y L A W S**  
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ARTICLE I

OFFICES AND PURPOSE

Section 1. Registered Office. The registered office shall be located at Delaware State University, Administration Building, 1200 N. DuPont Highway, Dover, in the County of Kent, State of Delaware.

Section 2. Other Offices. The Corporation also may have offices at such other places both within and without the State of Delaware as the Board of Directors may from time to time determine or the business of the Corporation may require.

Section 3. Purposes. The purposes of the Corporation are to promote charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”), or the corresponding provision of any subsequent federal tax law, by engaging solely in activities relating to the operation of a public charter high school, known as the Early College High School at Delaware State University (the “Charter School”), pursuant to the provisions of Title 14, Delaware Code, Chapter 5. Specifically, the Corporation’s mission shall be to provide highly motivated students with a curriculum concentrating on science, technology, engineering and math that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits leading to four year college completion. The school shall provide a safe, caring and nurturing

environment that develops academic and social skills, and personal character traits, necessary for successful college completion, with a special focus on first generation college attenders.

## ARTICLE II

### MEMBER

Section 1. Members. The Corporation shall be a membership corporation and shall have no authority to issue capital stock. The sole member of the corporation shall be Delaware State University.

Section 2. Voting by the Member. Action taken by Delaware State University as the sole member of the Corporation shall be taken by the University's Board of Trustees or as otherwise authorized or delegated by such Trustees.

## ARTICLE III

### MEETINGS OF MEMBER

Section 1. Place of Meetings. All meetings of the sole Member for the election of directors shall be held at such place as may be fixed from time to time by the Board of Directors, or at such other place either within or without the State of Delaware as shall be designated from time to time by the Board of Directors and stated in the notice of the meeting. Meetings of the sole Member for any other purpose may be held at such time and place, within or without the State of Delaware, as shall be stated in the notice of the meeting or in a duly executed waiver of notice thereof.

Section 2. Annual Meeting. Annual meetings of sole Member shall be held on such date and at such time as shall be designated from time to time by the Board of Directors and

stated in the notice of the meeting, at which meeting it shall elect by a plurality vote a Board of Directors and transact such other business as may properly be brought before the meeting.

Section 3. Notice of Annual Meeting. Notice of the annual meeting stating the place, date, and hour of the meeting shall be given to each Member entitled to vote at such meeting not less than ten nor more than sixty days before the date of the meeting.

Section 4. Special Meetings. Special meetings of the sole Member, for any purpose or purposes, unless otherwise prescribed by statute or by the Certificate of Incorporation, may be called by the President of the Corporation, and shall be called by the President or Secretary at the request in writing of a majority of the Board of Directors or at the request in writing of the sole Member. Such request shall state the purpose or purposes of the proposed meeting provided that the sole Member may consider any business that it may determine to consider.

Section 5. Notice of Special Meeting. Notice of a special meeting stating the place, date, and hour of the meeting and the purpose or purposes for which the meeting is called, shall be given no less than 10 days and no more than 20 days in advance.

Section 6. Remote Communication. Notwithstanding anything in these Bylaws to the contrary, the Board of Directors or the sole Member may, in its sole discretion, determine that any meeting of the sole Member shall not be held at a place, but instead shall be held solely by means of remote communications as authorized by this Section 6. If so authorized, and subject to such guidelines and procedures as the Board of Directors or sole Member may adopt, the sole Member and proxyholder may, by means of remote communication:

- (A) participate in a meeting of the sole Member; and

(B) be deemed present in person and vote at a meeting of the sole Member whether such meeting is to be held at a designated place or solely by means of remote communication, provided that (i) the Corporation shall implement reasonable measures to verify that each person deemed present and permitted to vote at the meeting by means of remote communication is the sole Member or proxyholder, (ii) the Corporation shall implement reasonable measures to provide the sole Member or proxyholder a reasonable opportunity to participate in the meeting and to vote on matters submitted to the Member, including an opportunity to read or hear the proceedings of the meeting substantially concurrently with such proceedings, and (iii) if the sole Member or proxyholder votes or takes other action at the meeting by means of remote communication, a record of such vote or other action shall be maintained by the Corporation.

Section 7. Quorum. At all meetings of the sole Member, the presence of the sole Member shall constitute a quorum for the transaction of business except as otherwise provided by statute or in the Certificate of Incorporation. The sole Member may adjourn the meeting from time to time, without notice other than announcement at the meeting.

Section 8. Action by Sole Member. The sole Member, whether acting in person or by proxy shall decide any question brought before such meeting, unless the question is one on which, by express provision of the statutes or the Certificate of Incorporation, a different vote is required, in which case such express provision shall govern and control the decision of such question.

Section 9. Proxy. At any meeting of the sole Member, the sole Member may vote by proxy. Without limiting the manner in which the sole Member may authorize another person or persons to act for such Member as proxy, the sole Member may authorize another

person or persons to act as such Member's proxy either in a writing executed by such Member or by electronic transmission as permitted by applicable law.

Section 10. Consent. Unless otherwise provided in the Certificate of Incorporation, any action required to be taken at any annual or special meeting of the sole Member of the Corporation, or any action which may be taken at any annual or special meeting of such Member, may be taken without a meeting, without prior notice and without a vote, if a consent in writing setting forth the action so taken shall be signed and dated by the sole Member (or proxyholder for such Member) and delivered to the Corporation as provided by applicable law. An electronic transmission consenting to an action to be taken and transmitted by the sole Member or proxyholder, or by a person or persons authorized to act for such Member or proxyholder, shall be deemed to be written, signed, and dated for the purposes of these Bylaws, provided that any such electronic transmission sets forth or is delivered with information from which the Corporation can determine (A) that the transmission was transmitted by the Member or proxyholder or by a person or persons authorized to act for the Member or proxyholder and (B) the date on which such Member or proxyholder or authorized person or persons transmitted such transmission. Any consent by means of an electronic transmission shall be deemed to have been signed on the date on which such transmission was transmitted. No consent given by electronic transmission shall be deemed to have been delivered until such consent is reproduced in paper form and until such paper form shall be delivered to the Corporation as provided by applicable law.

## ARTICLE IV

### DIRECTORS

Section 1. Number and Election. The Board shall consist of such number of Directors, at least nine (9) but not more than fifteen (15), as may be determined from time to time by resolution of the Board to ensure appropriate oversight of the organization's activities. The directors shall be elected at the annual meeting of the sole Member, upon nomination by the Nominating Committee, except as provided in Section 3 of this Article, and each director elected shall hold office until such director's successor is elected and qualified.

Section 2. Membership. The Board shall consist of at least two (2) persons who are a parent or guardian of a student attending the Charter School and at least one (1) person who is a teacher at the Charter School. Two parent representatives shall be persons nominated by the Charter School's parent teacher organization and shall count against the limit of members provided in Section 1 of this Article. The teacher representative on the Board shall be a teacher nominated by the faculty of the Charter School and shall count against the limit of members provided in Section 1 of this Article. The Principal of the Charter School shall be an *ex officio* non-voting member of the Board and shall not count against the limit of members provided in Section 1 of this Article. A Charter School student nominated by the Principal of the Charter School shall be a non-voting member of the Board and shall not count against the limit of members provided in Section 1 of this Article. Should a person who is a State of Delaware employee, officer, and/or honorary official of the State of Delaware be elected to the Board, that individual will have no fiduciary duties and/or responsibilities to the Charter School as it relates to matters between the Charter School and the State of Delaware and that individual is hereby prohibited from lobbying, advocating, influencing or furthering the mission and goals of the Charter School or otherwise representing the Charter School before any agency or department of the State of Delaware.

Section 3. Term. Directors shall serve a term of three (3) years except in the case of the initial directors who shall be elected for one, two or three year terms in order to create a staggered election system. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and taken office. Terms shall be staggered so that approximately one-third (1/3) of the Board shall stand for nomination and election each year to assure some continuity. Directors shall be limited to three consecutive terms of three years, plus any partial initial term of less than three years that any such director might serve. Notwithstanding the foregoing, (i) the teacher representative on the Board selected pursuant to Section 2 of this Article shall serve a term of one (1) year, shall be limited to three consecutive terms of one year and in no event shall serve in that capacity after that person is no longer a teacher at the Charter School.

Section 4. Removal. A director, including a non-voting director, may be removed from office, with or without cause, by the sole Member of the Corporation at any time.

Section 5. Vacancies. Vacancies and newly created directorships resulting from any increase in the authorized number of directors shall be filled by action of the sole Member.

Section 6. General Powers. The business of the Corporation shall be managed by its Board of Directors, which shall have and exercise full power in the management and conduct of the business and affairs of the Corporation and do all such lawful acts and things as are not by statute or by the Certificate of Incorporation or by these bylaws directed or required to be exercised or done by the sole Member; provided, however, that the Board of Directors shall not be authorized to engage in any activity that would cause the Corporation to cease to qualify as an organization described in Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

Section 7. Compensation. The directors may be paid their expenses, if any, of attendance at each meeting of the Board of Directors but shall not be paid a fixed sum for attendance at any meeting of the Board of Directors or receive a stated salary as director.

Section 8. Founding Board. Notwithstanding the foregoing, the Founding Board of Directors, with the responsibility to organize the Charter School, and obtain its charter from the State Board of Education, shall consist of such persons elected by the Sole Member and who shall serve until the Sole Member elects directors meeting the qualifications of Section 2 above.

## ARTICLE V

### MEETINGS OF DIRECTORS

Section 1. Place of Meetings. The Board of Directors of the Corporation may hold meetings, both regular and special, either within or without the State of Delaware.

Section 2. First Meetings. The first meeting of each newly elected Board of Directors shall be held at such time and place as shall be fixed by the vote of the sole Member at the annual meeting and no notice of such meeting to the newly elected directors shall be necessary in order legally to constitute the meeting, provided a quorum be present. In the event of the failure of the sole Member to fix the time or place of such first meeting of the newly elected Board of Directors, or in the event such meeting is not held at the time and place so fixed by the sole Member, the meeting may be held at such time and place as shall be specified in a notice given as hereinafter provided for special meetings of the Board of Directors, or as shall be specified in a written waiver signed by all of the directors.

Section 3. Regular Meetings. Regular meetings of the Board of Directors may be held without notice at such time and at such place as from time to time shall be determined by the Board.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called by the President on one day's notice to each director, either personally or by mail or by electronic transmission. Special meetings shall be called by the President or Secretary in like manner and on like notice on the written request of two directors.

Section 5. Quorum. At all meetings of the Board of Directors, a majority of directors constituting the whole Board of Directors shall constitute a quorum for the transaction of business. Non-voting members shall not be counted for purposes of establishing a quorum. The act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as otherwise may specifically be provided by statute or in the Certificate of Incorporation. If a quorum shall not be present at any meeting of the Board of Directors, the directors present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum be present.

Section 6. Consent. Unless otherwise restricted by the Certificate of Incorporation or these bylaws, any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if all directors or members of the committee, as the case may be, consent thereto in writing or by electronic transmission, and the writing or writings or electronic transmission or transmissions are filed with the minutes of proceedings of the Board or committee. Such filing shall be in paper form if the minutes are maintained in paper form and shall be in electronic form if the minutes are maintained in electronic form.

Section 7. Teleconference Meetings. Directors, or the members of any committee of the Board of Directors, may participate in any meeting of the Board of Directors or such committee by means of conference telephone or other communications equipment by means

of which all persons participating therein can hear each other, and participation in a meeting by such means shall constitute presence in person at such meeting.

Section 8. FOIA Compliance. Notwithstanding anything to the contrary herein, meetings of the Board of Directors, including public notices thereof, and the activities of the Corporation shall be conducted in accordance with the requirements of the Delaware Freedom of Information Act, Title 29, Delaware Code, Chapter 100.

Section 9. Advisory Board. The Board may appoint an Advisory Board or Boards with such role(s) as the Board may determine.

## ARTICLE VI

### COMMITTEES OF DIRECTORS

#### Section 1. Standing Committees of the Board.

A. The Board shall establish standing committees of limited scope to advise the Board concerning matters which are within the authority of the Board. Membership on standing committees is limited to Board members and such other appointees as may be appointed by the President and approved by the Board provided that at least a majority of the members of all committees must be members of the Board, except the Executive Committee which shall consist of Board members only, and provided further that any action taken by any committee must be approved by Directors constituting at least a majority of the committee. The standing committees of the Board shall be the Executive, Academic Affairs, Audit, Building and Grounds, Finance and Nominating. The President shall appoint the Chairs and membership of all standing committees with the approval of the Directors. Matters which may be taken to the Board for action may, where appropriate, be referred to a Board committee by the President in order that

the committee may recommend a course of action to the Board. The Principal of the Charter School shall be an *ex officio*, non-voting, member of all Board standing committees.

B. The Executive Committee shall consist of the President, Vice-President, Treasurer and two other directors appointed by the President and approved by the Board. The President of the Board shall be the Chair and shall preside at all meetings of the Executive Committee. A majority of the members shall constitute a quorum for the transaction of business. In any interval between the regular meetings of the Board, the Executive Committee shall have the authority to act on behalf of the Board when a majority of the Executive Committee deems such action necessary for the welfare of the Corporation; provided that the Executive Committee shall not have the power i) to amend the certificate of incorporation; ii) to amend, alter or repeal the Bylaws or adopt new bylaws; iii) to fill vacancies in or remove members of the Board or of any committee appointed by the Board; iv) to adopt a plan of merger or adopt a plan of consolidation with another corporation; v) to authorize the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the Corporation; vi) to authorize the voluntary dissolution of the Corporation or revoke proceedings therefor; vii) to adopt a plan for the distribution of the assets of the Corporation; or viii) to amend, alter or repeal any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by such committee. The Executive Committee shall report its actions at the next regularly scheduled meeting of the Board. The Executive Committee shall also be responsible for monitoring and evaluating the performance of Directors as directors of the corporation.

C. The Academic Affairs Committee shall review and advise the Board with respect to matters pertaining to the Charter School's academic programs and school climate.

D. The Audit Committee shall recommend to the Board the appointment of the Corporation's auditors based on proposals from the administration, receive and review the report of the Corporation's auditors and seek to ensure the integrity of the audit process.

E. The Building and Grounds Committee shall review and recommend action to the Board and/or recommend adoption of policies related to the development of the campus and recommend revisions to the plan as appropriate, long-range plans for physical plant and campus development, property acquisitions and disposals, and all other property matters which might arise. It shall periodically review the adequacy and condition of capital assets, and deal with other capital issues as directed by the Board.

F. The Finance Committee shall have responsibility for advising the Board with respect to financial and personnel matters.

G. The Nominating Committee shall be comprised of at least three (3) members of the Board, consisting of the immediate past President of the Board still serving on the Board, plus the current President of the Board and the next most recent past President. If applying these criteria fails to produce a membership of three (3), the Board President will complete the membership selection by appointing the current or a recent former Vice President or another member of the Board. The Nominating Committee shall recommend directors for election at the Annual Meeting of the Sole Member pursuant to Article III, Section 2 and to fill vacancies pursuant to Article IV, Section 5 and shall recommend a slate of officers to be elected pursuant to Article VIII, Section 1. A candidate for office shall not participate in the deliberations by the Nominating Committee for that office.

Section 2. Special Committees of the Board. The Board may establish special committees of limited duration to advise the Board concerning specific matters within the authority of the Board. Membership on special committees is limited to Board members and such other appointees as may be appointed by the President and approved by the Board.

Section 3. Committee Authority. Each committee established by the Board shall have only such authority as shall be assigned to it in these bylaws or by Board delegation subject in all events to the limitations of Section 1, paragraph B of this Article.

Section 4. Minutes. Each committee shall keep regular minutes of its meetings and report the same to the Board of Directors when required.

## ARTICLE VII

### NOTICES

Section 1. Form of Notice. Whenever, under the provisions of the statutes or the Certificate of Incorporation or these Bylaws, such notice may be given (a) by personal delivery, (b) by mail, addressed to such director or Member, at his or her address as it appears on the records of the Corporation, with postage thereon prepaid, (b) by courier service (including, without limitation, Federal Express), (c) by facsimile telecommunication (directed to the facsimile telecommunication number at which the director or Member has consented to receive notice), (d) by electronic mail (directed to the electronic mail address at which the director or Member has consented to receive notice), or (e) by other form of electronic transmission pursuant to which the director or Member has consented to receive notice. Notice given by mail shall be deemed to be given at the time when the same is deposited in the United States mail. Notice by courier service shall be deemed to have been given when the same is deposited with such courier service for next business day delivery or delivery within three (3) business days.

Notice given by electronic transmission pursuant to this Section 1 shall be deemed to have been given: (1) if by facsimile telecommunication, when directed to a facsimile telecommunication number at which the director or Member has consented to receive notice; (2) if by electronic mail, when directed to an electronic mail address at which the director or Member has consented to receive notice; and (3) if by any other form of electronic transmission, when directed to the director or Member. An affidavit of the secretary or an assistant secretary or other officer or agent of the Corporation that the notice has been given by personal delivery, by mail, by courier service, or by a form of electronic transmission shall, in the absence of fraud, be prima facie evidence of the facts stated therein.

Section 2. Waiver of Notice. Whenever any notice is required to be given under the provisions of the statutes or the Certificate of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to said notice, or by electronic transmission (provided that the electronic transmission either sets forth or is submitted with information from which it can be determined that the electronic transmission was authorized by the director(s) or Member entitled to said notice), whether such waiver is given before or after the time of the event for which notice is required to be given, shall be deemed equivalent to such notice.

## ARTICLE VIII

### OFFICERS

Section 1. Officers. The officers of the Corporation shall be chosen by the Board of Directors and shall initially be a President, a Vice President, a Secretary, and a Treasurer. The Board of Directors may appoint such other officers and agents as it shall deem necessary who shall hold their offices for such terms and exercise such powers and perform such duties as shall

be determined from time to time by the Board of Directors. Any number of offices may be held by the same person, unless the Certificate of Incorporation or these bylaws otherwise provides.

Section 2. Compensation. The salaries, if any, of all officers and agents of the Corporation shall be fixed by the Board of Directors.

Section 3. Term, Removal, and Vacancies. The officers of the Corporation shall hold office until their successors are chosen and qualify. Any officer elected or appointed by the Board of Directors may be removed at any time by the affirmative vote of a majority of the Board of Directors. Any vacancy occurring in any office of the Corporation shall be filled by the Board of Directors.

Section 4. President. The President shall be the chief executive officer of the Corporation, shall preside at all meetings of the sole Member and the Board of Directors, shall see that all orders and resolutions of the Board of Directors are carried into effect, and shall perform the duties that usually pertain to this office. When so directed by the Board of Directors, the President shall execute bonds, mortgages, and other contracts requiring a seal, under the seal of the Corporation, except where required or permitted by law otherwise to be signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation.

Section 5. Vice President. In the absence of the President, or in the event of the inability or refusal of the President to act, the Vice President, or in the event that there be more than one Vice President, the Vice Presidents in the order designated by the Board of Directors (or in the absence of any designation, then in the order of their election) 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 Presidents shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

Section 6. Secretary. The Secretary shall attend all meetings of the Board of Directors and all meetings of the sole Member and record all the proceedings of the meetings of the Corporation and of the Board of Directors in a book to be kept for that purpose and shall perform like duties for the standing committees when required. The Secretary shall give, or cause to be given, notice of all meetings of the Members and special meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or President, under whose supervision he or she shall be. The Secretary shall have custody of the corporate seal of the Corporation and shall have authority to affix the same to any instrument requiring it and, when so affixed, it may be attested by his or her signature. The Board of Directors may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his or her signature.

Section 7. Assistant Secretary. The Assistant Secretary, if any, or if there be more than one, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Secretary or in the event of his or her inability or refusal to act, perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe. The Assistant Secretary shall have authority to affix the corporate seal of the Corporation to any instrument requiring it and, when so affixed, it may be attested by his or her signature.

Section 8. Treasurer. The Treasurer shall have the custody of all funds, notes, bonds, and other evidences of property of the Corporation, and shall keep full and accurate accounts

of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. The treasurer shall arrange for disbursements of the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the President and the Board of Directors, at its regular meetings, or when the Board of Directors so requires, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation. If required by the Board of Directors, the Treasurer shall give the Corporation a bond (which shall be renewed every year) in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of his or her office and for the restoration to the Corporation, in case of his or her death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and other property of whatever kind in his or her possession or under his or her control and belonging to the Corporation. The Treasurer shall supervise the Corporation's timely preparation and filing of financial statements and tax filings.

Section 9. Assistant Treasurer. The Assistant Treasurer, if any, or if there be more than one, the Assistant Treasurers in the order determined by the Board of Directors (or if there be no such determination, then in the order of their election), shall, in the absence of the Treasurer or in the event of his or her inability or refusal to act, perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe.

## ARTICLE IX

## INDEMNIFICATION

Section 1. Indemnification. (a) The Corporation shall indemnify, to the full extent that it shall have power under applicable law to do so and in a manner permitted by such law, any person made or threatened to be made a party to, or otherwise involved (including as a witness) in any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative (hereinafter, a “Proceeding”), by reason of the fact that such person is or was a director or officer of the Corporation, or, while serving as a director or officer of the Corporation, is or was serving at the request of Corporation as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, including service with respect to an employee benefit plan (collectively, “Another Enterprise”).

(b) The Corporation may indemnify, to the full extent that it shall have power under applicable law to do so and in a manner permitted by such law, any person made or threatened to be made a party to, or otherwise involved (including as a witness) in any Proceeding, by reason of the fact that such person is or was an employee or agent of the Corporation, or, while serving as an employee or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise.

Section 2. Advancement of Expenses. (a) With respect to any person made or threatened to be made a party to, or who is otherwise involved (including as a witness) in, any threatened, pending, or completed Proceeding, by reason of the fact that such person is or was a director or officer of the Corporation or, while serving as a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise, the Corporation shall pay the expenses (including attorneys’ fees) incurred by such person in defending any such Proceeding in advance of its final disposition (hereinafter

an “advancement of expenses”); provided, however, that any advancement of expenses shall be made only upon receipt of an undertaking (hereinafter an “undertaking”) by such person to repay all amounts advanced if it shall ultimately be determined by final judicial decision from which there is no further right to appeal (hereinafter a “Final Adjudication”) that such person is not entitled to be indemnified for such expenses under this Article IX or otherwise.

(b) With respect to any person made or threatened to be made a party to, or who is otherwise involved (including as a witness) in, any Proceeding, by reason of the fact that such person is or was an employee or agent of the Corporation, or, while serving as an employee or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise, the Corporation may, in its discretion and upon such terms and conditions, if any, as the Corporation deems appropriate, pay the expenses (including attorneys’ fees) incurred by such person in defending any such Proceeding in advance of its final disposition; provided, however, that any advancement of expenses shall be made only upon receipt of an undertaking by such person to repay all amounts advanced if it shall ultimately be determined by Final Adjudication that such person is not entitled to be indemnified for such expenses under this Article IX or otherwise.

Section 3. Suits Initiated By A Director or Officer. Anything in Section 1(a) or Section 2(a) of this Article IX to the contrary notwithstanding, with respect to a Proceeding initiated against the Corporation by a person who is or was a director or officer of the Corporation (whether such Proceeding is initiated by reason of such person’s capacity as a director or officer, by reason of such person’s capacity as a director, officer, employee, or agent of Another Enterprise, or by reason of any other capacity), the Corporation shall not be required to indemnify such person in connection with such Proceeding or advance the expenses (including

attorneys' fees) incurred by such person in connection with such Proceeding, unless such Proceeding was authorized in advance by the Board of Directors of the Corporation.

Section 4. Contract Rights. With respect to any person made or threatened to be made a party to, or who is otherwise involved (including as a witness) in any Proceeding, by reason of the fact that such person is or was a director or officer of the Corporation, or, while serving as a director or officer of the Corporation, is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise, the rights to indemnification and to the advancement of expenses conferred in Sections 1(a) and 2(a) of this Article IX shall be contract rights.

Section 5. Suits Seeking Enforcement of Claims. If an officer or director of the Corporation (or a person serving at the request of the Corporation as a director or officer of Another Enterprise) is successful in whole or in part in any suit brought to enforce a right under Section 1(a) of this Article IX with respect to indemnification or under Section 2(a) of this Article IX with respect to the advancement of expenses, or in any suit brought by the Corporation to recover an advancement of expenses (whether pursuant to the terms of an undertaking or otherwise), the person seeking to enforce a right to indemnification or an advancement of expenses hereunder or the person from whom the Corporation sought to recover an advancement of expenses, as the case may be, shall be entitled to be paid by the Corporation the reasonable expenses (including attorneys' fees) of prosecuting or defending such suit.

Section 6. Non-Exclusive Rights. The indemnification and advancement of expenses provided in this Article IX shall not be deemed exclusive of any other rights to which any person may be entitled under any bylaw, agreement, vote of the sole Member or disinterested directors, or otherwise, both as to action in such person's official capacity and as to

action in another capacity while holding such office, and shall continue as to a person who has ceased to be such director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such person.

Section 7. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article IX or otherwise.

Section 7. Code Section 4958. Notwithstanding anything in this Article IX to the contrary, the Corporation shall be authorized to provide indemnification and advancement of expenses to any person who is or was serving as a director, officer, employee, or agent of the Corporation, or to any person who is or was serving at the request of the Corporation as a director, officer, employee, or agent of Another Enterprise only if and only to the extent that such indemnification or advancement of expenses will not result in the imposition of tax under Code Section 4958.

## ARTICLE X

### GENERAL PROVISIONS

Section 1. Dissolution or Liquidation. In the event of the liquidation, dissolution, or winding up of the affairs of the Corporation, whether voluntary, involuntary, or by operation of law, the Board of Directors of the Corporation shall, except as otherwise may be provided by law, transfer all of the assets of the Corporation in such manner as the directors, in the exercise

of their discretion, may by a majority vote determine; provided, however, that upon said liquidation, dissolution, or winding up of the affairs of the Corporation, its assets shall be distributed to Delaware State University if it then is an organization described in Section 501(c)(3) of the Code, and provided further that if Delaware State University is not then such an organization, then such transfer shall be to (a) one or more organizations or entities described in Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law; or (b) the Federal Government or a Delaware or local government for a public purpose; or (c) if pursuant to a decree of a court with jurisdiction, another organization to be used in such manner as in the judgment of such court will best accomplish the general purposes for which the Corporation is herein organized.

Section 2. Annual Statement. The Board of Directors shall present at each annual meeting, and at any special meeting of the sole Member when called for by the sole Member, a full and clear statement of the business and condition of the Corporation.

Section 3. Contracts. The Board of Directors may authorize any officer or officers or agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or may be confined to specific instances.

Section 4. Checks. All checks, drafts, or orders for the payment of money, and notes of the Corporation or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers or such other person or persons, and in such manner, as the Board of Directors from time to time may determine by resolution. In the absence of such determination by the Board of Directors, such instruments shall be signed by the

Treasurer or an Assistant Treasurer and countersigned by the President or a Vice President of the Corporation.

Section 5. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select; provided, however, that this Section 5 shall not be construed as allowing the Board of Directors to authorize the retention of any funds in any manner that would prevent the Corporation from continuing to be exempt from federal taxation under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

Section 6. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for any purpose of the Corporation; provided, however, that this Section 6 shall not be construed as allowing the Board of Directors to accept any gifts in any manner that would prevent the Corporation from continuing to be exempt from federal taxation under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

Section 7. Fiscal Year. The fiscal year of the Corporation shall end on the last day of June in each year unless the Board of Directors shall determine otherwise.

Section 8. Seal. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its organization, and the words “Corporate Seal, Delaware”. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise.

Section 9. Electronic Transmission. For purposes of these Bylaws, “electronic transmission” means any form of communication, not directly involving the physical transmission of paper, that creates a record that may be retained, retrieved, and reviewed by a

recipient thereof, and that may be directly reproduced in paper form by such a recipient through an automated process.

## ARTICLE XI

### AMENDMENTS

Section 1. Amendments. These bylaws may be altered or repealed at any regular meeting of the sole Member or of the Board of Directors, or at any special meeting of the sole Member or of the Board of Directors if notice of such alteration or repeal be contained in the notice of such special meeting; provided, however, that in any event, no such amendment or repeal shall permit the addition or deletion of any provision the inclusion or absence of which, as the case may be, would cause the Corporation to cease to qualify for exemption from taxation under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent federal tax law.

END OF BYLAWS

1033778

# CURRICULUM VITA

## Alton Thompson, PhD

### HOME ADDRESS:

400 N. DuPont Highway.  
Apartment J-15  
Dover, DE 19901  
(302) 943-2198

### BUSINESS ADDRESS:

Office of the Provost  
1200 N. DuPont Highway  
Suite 407 – Administration Building  
Dover, DE 19901  
Voice: (302) 857-6100  
Fax: (302) 857-7410

### E-MAIL:

athompson@desu.edu

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**CAREER OBJECTIVE:** To serve in leadership roles that allows Alton to make a positive impact on higher education and young people

**BACKGROUND:** Reared in rural, eastern North Carolina in a family of five, Alton became involved in agriculture at an early age by working on the family farm in tobacco and cucumber production. His interest in agricultural and rural economic development was rekindled in graduate school following an extensive and instrumental dialogue with agricultural economists and rural sociologists.

**EDUCATION:** Ph.D., 1981, The Ohio State University  
Columbus, Ohio  
Qualifying Examination Areas:  
Demography/Population Studies  
Methodology and Social Statistics  
Urban Sociology and Human Ecology  
Minor: Mathematics  
Dissertation: "Inner City Differentiation: A  
Stage and Structure Analysis of Columbus

## **Symbolic Neighborhoods"**

**Thompson - Page 2**

### **EDUCATION (cont)**

**M.S., 1977, The Ohio State University  
Columbus, Ohio**

**Areas of Specialization:  
Demography/Population Studies  
Research Methodology  
Sociological Theory**

**B.A., 1976, North Carolina Central University  
Durham, North Carolina**

**Major: Sociology  
Minor: Public Administration**

### **EXPERIENCE:**

**July 2010 - present Delaware State University, Dover, DE**

Provost and Vice President for Academic Affairs

**July 2003- present North Carolina State University, Raleigh, N.C.**

Adjunct Professor, Rural Sociology, Department of Sociology and Anthropology,  
College of Agriculture and Life Sciences

**July 2008 – June 2010 North Carolina A&T State University, Greensboro, N.C.**

Interim Provost and Vice Chancellor for Academic Affairs

**July 2000 – June, 2008 North Carolina A&T State University, Greensboro, N.C.**

Dean and Executive Director of Agricultural Programs, School of Agriculture and  
Environmental Sciences

**Thompson - Page 3**

**EXPERIENCE (cont):**

**April 1996 - June, 2000 North Carolina A&T State University, Greensboro, N.C.**

Professor and Chairperson, Department of Agricultural Education, Economics and Rural Sociology; Director, Applied Survey Research Laboratory

**August, 1995 - March, 1996 North Carolina A&T State University, Greensboro, N.C.**

Acting Chairperson and Associate Professor, Department of Agricultural Education, Economics and Rural Sociology; Director, Applied Survey Research Laboratory

**December, 1992 - July, 1995 - North Carolina A&T State University, Greensboro, N.C.**

Acting Chairperson and Associate Professor, Department of Agricultural Economics and Rural Sociology; Director, Applied Survey Research Laboratory

**1991 - 1992 - North Carolina A&T State University, Greensboro, NC**

Adjunct Associate Professor, Department of Agricultural Economics and Rural Sociology and Director, Applied Survey Research Laboratory

**1989 - 1991 | North Carolina State University, Raleigh, North Carolina**  
Assistant Professor, Department of Sociology

**1982 - 1989 | North Carolina A&T State University, Greensboro, North Carolina**

Adjunct Assistant/Associate Professor, Department of Agricultural Economics and Rural Sociology

**1981 - 1982 | Norfolk State University, Norfolk, Virginia**  
Assistant Professor, Department of Sociology:

**Thompson – Page 4**  
**OTHER PROFESSIONAL**  
**EXPERIENCE:**

**Panel Chair, USDA/Cooperative Research, Education, and Extension Service**

**Served a panel chair to review the education portfolio of programs in the food and agricultural sciences in terms of relevance, quality and performance**

**Consultant, USDA/Cooperative Research, Education and Extension Service**

**Reviewed the academic and research programs in the Schools of Agriculture at the University of Maryland-Eastern Shore and Tennessee State University**

**Consultant, Colorado State University**

**Conferred with researchers in the Cooperative Extension Service at Colorado State University on data interpretation for the USDA Field Office of the Future Study**

**Consultant, Rural Advancement Foundation International - USA**

**Conferred with researchers at RAFI on a project design to assess the economic stability of tobacco farmers and tobacco farming communities in the face of tobacco control.**

**Martin L. King - Rosa Parks Visiting Scholar, Michigan State University**

**Conducted research on the structure of labor markets for agricultural graduates, agricultural policy and taught a course on the structure of agriculture**

**External Evaluator, Small Business Innovative Research Program**

**Reviewed 23 proposals and participated in three panels on Rural and Community Development**

**Consultant, South Carolina State University**

**Conducted workshops on data base management, statistical analysis and assisted with the data analysis on two projects, Socio-Economic Indicators of Poverty and Freshmen Uninterrupted Enrollees, Transfers and Dropouts: An Analysis of Background Characteristics and Personal Values**

**Consultant, Kentucky State University**

**Conducted workshops on discriminant analysis and computer applications**

**Thompson - Page 5**  
**OTHER PROFESSIONAL**  
**EXPERIENCE: (cont)**

**Task Force on Agricultural and Community Viability, Experiment Station Committee on Policy, Cooperative State Research Service**

**Member of the task force which designed a research program to provide rural residents and private and public leaders with the information needed to develop public policies for viable systems of agriculture and support for rural Americans**

**Advisor, Rural Economic Policy Program, Ford Foundation**

**Reviewed proposals for funding; reviewed plans or work; and advised on issues related to the overall structure, and management of the program.**

**Intern, USDA/Economic Research Service**

**Conducted research on rural poverty in the South using the Public Use Microsample (PUMS).**

**T-5 Social Sciences Subcommittee, Experiment Station Committee on Policy**

**Member of the task force which determined research priorities in agricultural economics and rural sociology conducted by the State Agricultural Experiment Stations and the Cooperative State Research Service**

**Review Panelist, Southern Growth Policies Board**

**Served as an advisor to this Board, representing the university community. Advised the Board on such issues as rural economic development, international trade, southern labor force, minority issues, research funding and trends, available data bases, and emerging technologies.**

**Associate Editor, Southern Rural Sociology**

**Reviews and makes recommendations to the Editor regarding manuscripts submitted for publication in this refereed journal published by the Southern Rural Sociological Association.**

**Editorial Board, Journal of Agromedicine**

**Reviews and makes recommendations to the Editor regarding manuscripts submitted for publication in this refereed journal published by the North American Agromedicine Consortium.**

PUBLICATIONS:

- Wimberley, Ronald C., Alton Thompson and Linda Labao. 2002. "Public Perceptions of Government's Role in Agriculture and Farming," in The Social Risks of Agriculture: Americans Speak Out on Food, Farming and the Environment. Ronald C. Wimberley, Craig Harris, Joseph Molnar and Terry Tomazic (eds). Chapter 2. Pp. 15-30.
- Wimberley, Ronald C. and Alton Thompson. 2002. "Agriculture's Social Risks and Directions," in The Social Risks of Agriculture: Americans Speak Out on Food, Farming and the Environment. Ronald C. Wimberley, Craig Harris, Joseph Molnar and Terry Tomazic (eds). Chapter 9. Pp. 117-124.
- Thompson, Alton, Evan Mercer and Antoine Alston. 1998. "Planning for Ecotourism in Communities Near The Blue and John Crow Mountains National Park." Pp. 34-52. In Ecotourism in the Blue and John Crow Mountains National Park of Jamaica, West Indies. The Research Bulletin Series T-141. Agricultural Research Program. Greensboro, North Carolina, North Carolina State University.
- Wimberley, Ronald C., and Alton Thompson. 1996. Perceptions of Farming, Food and Environment Across the Nation, the Region and the State. Report to the North Carolina Rural Economic Development Center. 95 pp.
- Thompson, Alton and Benny G. Gray. 1995. "Employment Structure and Poverty: Theoretical Perspectives and Conceptual Frameworks," American Journal of Agricultural Economics 77 (August): 789-795.
- Thompson, Alton and Donald R. McDowell. 1993. "Determinants of Poverty Among Workers in Metro and Nonmetro Areas of the South," The Review of Black Political Economy, Vol. 22, No. 4 (Spring). {BLACKS IN RURAL AMERICA, Chapter 8: 153-171 (Stewart, James B. and Joyce Allen-Smith, eds), New Brunswick: Transaction Publishers.
- Thompson, Alton. 1993. "Coding Data." Pp. 187-208 in Research Skills in Social Sciences, Annie S. Barnes (ed). Dubuque, Iowa: Kendall/Hunt Publishing Company.

**PUBLICATIONS: (cont)**

Thompson, Alton. 1991. "The Transformation of Agriculture: Technology, Resources and Policies." Pp. 69-72. In *Regional Farm Conference: Proceedings*. Floyd McGowan and Lawrence Carter (eds). Tallahassee, Florida: Florida A&M University.

Thompson, Alton and Nathaniel B. Brown, Jr. 1991. "Labor Market Entry." Pp. 7-10 in *From Higher Education in Agriculture to Employment: Attainments and Assessments by Graduates*. John K. Thomas and John E. Dunkelberger (eds). Southern Cooperative Series Bulletin 359. Auburn, Alabama: Alabama Agricultural Experiment Station.

Thompson, Alton. 1990. "Obstacles and Opportunities: Funding Research at the 1890 Land Grant Institutions," *Southern Rural Sociology*, Vol. 7, 1-23.

Allen, Joyce E., and Alton Thompson. 1990. "Rural Poverty Among Racial and Ethnic Minorities," *American Journal of Agricultural Economics*, Vol. 72, No. 5, 1161-1168.

Allen, Joyce E. and Alton Thompson. 1990. "The Black Working Poor in the Rural South." Pp. 131-144 in *Outreach To The Rural Disadvantaged: Issues and Strategies For The 21st Century*. Baharanyi, Ntam, Robert Zabawa and Walter Hill (eds). Tuskegee, Alabama: Tuskegee University.

Thomas, John K., Alton Thompson and Alvin J. Luedke. 1989. *Labor Force Experiences of Persons Trained in Colleges of Agriculture: Methodology and Data Documentation*. Texas Agricultural Experiment Station, College Station, TX.

Thompson, Alton and Cynthia M. Martin. 1988. "Life Expectation in the Midst of an Economic Recession." *Journal of Social and Behavioral Scientists*, Vol. 33, No. 4: 205-217.

PUBLICATIONS: (cont)

Thompson, Alton and Valorie F. McAlpin. 1988. Enterprise Development and Opportunities for the Rural Poor: The Canada Community - Revisited. The Research Bulletin Series T-140, Agricultural Research Program, North Carolina A&T State University, Greensboro, NC.

Molnar, Joseph J. and Alton Thompson, and E. Yvonne Beauford.  
1988. "Minority Perspectives on Farming, Food and Agriculture," Culture and Agriculture, No. 36: 1-5.

Thompson, Alton. 1987. "Soil Erosion and Public Awareness,"  
Forum for Applied Research and Public Policy. (Winter): 120-122.

Thompson, Alton and Donald R. McDowell. 1987. "A Logit Analysis of  
Poverty Differentials in the Nonmetro Southeast." Pp. 131-140 in Ushering in the  
Twenty First Century: Emphasis on the Rural South, T. T. Williams (ed).  
Tuskegee, Alabama, Human Resources Development Center.

Molnar, Joseph J., Alton Thompson and E. Yvonne Beauford. 1987.  
"Perceptions of Blacks and Whites Toward Agriculture and Future of Farming."  
Pp. 96-103 in Ushering in the Twenty First Century: Emphasis on the Rural  
South, T.T. Williams (ed). Tuskegee, Alabama: Human Resources Development  
Center.

Thompson, Alton. 1986. "Coding: The Classification of Data."  
Pp. 138-168 in Social Science Research: A Skills Handbook, Annie S. Barnes (ed).  
Bristol, Indiana: Wyndham Hall Press.

Thompson, Alton. 1986. "The Isolation of Poverty Differentials in  
the Rural South." Pp. 18-48 in Dimensions of Poverty in the Rural South," J. S.  
Dhillon and M. R. Howie, (eds). Tallahassee, Florida: Rose Printing Company.

Thompson, Alton. 1985. Quality of Life Among Rural Residents in  
North Carolina: Community and Life Satisfaction. Bristol, Indiana: Wyndham  
Hall Press.

**PUBLICATIONS: (cont)**

Thompson, Alton, Albert O. Yeboah and Sidney H. Evans. 1986.

"Determinants of Poverty Among Farm Operators in North Carolina." Pp. 177-199 in *Agricultural Change: Consequences for Southern Farms and Rural Communities*, Joseph J. Molnar, (ed). Boulder Colorado: Westview Press.

Thompson, Alton and W. Quinten Gray. 1986. *Accessibility, Utilization and Client Satisfaction: A Descriptive Analysis of Selected Government Agencies and Programs in Three Low-Income Counties in North Carolina. The Research Bulletin Series - Special Report, Agricultural Research Programs*, Greensboro: North Carolina A&T State University.

Thompson, Alton and Betty J. Traub. 1983. *A Factor Analytic Model of Community and Life Satisfaction: The Case of North Carolina*. ERIC/CREES, New Mexico State University, Las Cruces, Mexico.

**INVITED LECTURES AND WORKSHOPS:**

"Demand Driven Agriculture: Opportunities and Liabilities for Agricultural Research," Carolina Farm Credit Association, Statesville, NC (June 2008).

"The Global Food System: Is It Sustainable," International Studies Program, North Carolina A&T State University, Greensboro, NC (May 2008).

"West Virginia State University: A Land-Grant Institution and the Changing Land Grant Mission," Academic Administrator's Development Seminar, West Virginia State University, Institute, West Virginia (June 2007).

"The School of Agriculture and Environmental Sciences: Learning, Discovery and Engagement," USDA/CSREES; Washington, DC (June 2007)

"The 1890 Land Grant University System: Integration of the Tripartite Land Grant Mission," USDA/CSREES; Washington, DC (July 2007)

INVITED LECTURES AND WORKSHOPS: (cont)

**"STEAM: Science, Technology, Engineering, Agriculture and Mathematics," Chinese Agricultural Academy, Beijing, China (June 2006).**

**"Globalization of the Land Grant Mission," Jilin Agricultural University, Changchun, China (June 2006).**

**"American Agricultural Universities: Challenges for the 21<sup>st</sup> Century," Nanjing Agricultural University, Nanjing, China (September 2005).**

**"The Future of the Food and Agricultural Sciences," North Carolina Agricultural Teachers Association; Greensboro, NC (July 2005)**

**"Models of Integrated Programming," Joint Association of Extension Administrators/Association of Research Directors Conference; New Orleans, NO (June 2005).**

**"The Changing Land Grant Mission," USDA/CSREES Administrative Officers' Conference; Greensboro, NC (April 2005)**

**"Relevance, Responsiveness and Results," North Carolina Cooperative Service Annual Conference," Raleigh, NC (February 2005).**

**"Agricultural Policy and Rural Economy Linkages: North Carolina as the Focal Point," The National Center for Food and Agricultural Policy Workshop, Washington, DC (May 2004)**

**"Rural Community Development," Association of Black Foundation Executives Board of Directors, Greensboro, NC (February 2004)**

**"Equitable Partnerships," Change Agents States for Diversity, USDA/Cooperative Extension Service, Greensboro, NC (March 2003).**

**"Agricultural Crisis and Black Land Loss," Triad Chapter of the National Association of Black Journalists, Raleigh, NC (June 2002)**

INVITED LECTURES AND WORKSHOPS (cont)

**"Multifunctional Integrated Activities," New Directors/Administrators Conference, Cooperative State Research, Education and Extension Service, Washington, DC, 2002.**

**"Can You Have Milk and Honey Without Land?" Fourth Black Land Loss Summit, Atlanta, GA, 2002.**

**"Agricultural Crisis and Black Land Loss," Triangle Chapter of the National Association of Black Journalists, Raleigh, NC, 2002.**

**"Critical Alumni and Development Issues Facing the 1890 Institutions," National Agricultural Alumni Development Association, Raleigh, NC 2001.**

**"The Structure, Purpose and Philosophy of Land-Grant Institutions," North Carolina Farm Bureau, Raleigh, NC, 2001.**

**"Barriers and Opportunities to Grantsmanship for the 1890 Institutions," 1890 Environmental Grantsmanship Workshop, Fort Valley State University, Fort Valley, GA, 1999.**

**"Significance of Stakeholder Involvement," - Soil Management Train-the-Trainer Workshop, Southern Region SARE PDP, Raleigh, NC, 1999**

**"Program Evaluation and Design," USDA Capacity Building Project Directors Conference, Cooperative State Research, Education and Extension Service, College Park, MD, 1997.**

**"Sustainable Agriculture and the 1995 Farm Bill," Kiwanis Club of Greensboro, 1995.**

**"Theoretical Explanations of Poverty," - Winter Meetings of the Allied Social Science Association, Washington, D.C., 1995.**

**"Interactive Presentation on Organizational Change," - Workshop IV for the Southern Food Systems Education Consortium, Greensboro, NC, 1995.**

INVITED LECTURES AND WORKSHOPS (cont)

"Workforce 2000: Employment Opportunities for Sociologists," Alpha Kappa Delta International Sociological Society, Norfolk, VA, 1995.

"Poverty Reduction\Alleviation," Macroeconomic Policy Analysis Workshop for Policymakers of the New South African Government of National Unity, Greensboro, NC, 1995.

"Computer Applications in Agriculture," Institute of Future Agricultural Leaders, Farm Bureau Federation, Greensboro, NC, 1993

"Research Issues in Agricultural Economics," NC-206, Genetic Regulation of Pork Production, Greensboro, NC, 1993

"Priority Research Issues in Rural Sociology," Spring Meeting of the Association of Research Directors, Arlington, VA, 1993.

"Local Area Networks," Education Through Telecommunications Conference, North Carolina State University, Greensboro, NC, 1991.

"Race and Patterns of Income Inequality in Metro and Nonmetro Areas of the South," Department of Agricultural Economics and Rural Sociology, The Ohio State University, Columbus, OH, and Department of Agricultural Economics and Rural Sociology, University of Arkansas, Fayetteville, Arkansas, 1988.

"Opportunities for the Rural Poor in a Mountain Community," Department of Sociology, Michigan State University, East Lansing, MI, 1988.

"Perceptions of Agriculture Among North Carolinians," Department of Agricultural Education and Extension, North Carolina A&T State University, Greensboro, NC, 1987.

"Minority Perceptions of Agriculture and Agricultural Policy," Annual Meeting of the National Association of State Universities and Land Grant Colleges, Phoenix, Arizona, 1986.

**INVITED LECTURES AND WORKSHOPS (cont)**

**"Income Distribution and Poverty in the South," Economic Research Service, Washington, DC, 1985.**

**"Trends in Social Science Survey Research," School of Agriculture, North Carolina A&T State University, Greensboro, 1985.**

**FUNDED RESEARCH PROPOSALS:**

**"Assessment of Health and Safety of Black Farmers in the Southern Coastal Region"**

**Amount: \$165,000**

**Source: National Institute of Occupational Health and Safety**

**Dates: 2004-2006**

**"Natural Resources Management Needs Assessment to Facilitate Ecotourism in the Blue Mountains/John Crow Mountains National Park in Jamaica, West Indies: Preliminary Analysis of Biological and Social Impacts: Phase III"**

**Amount: \$20,000**

**Source: USDA - Forest Service**

**Dates: 1996-1998**

**Computer Assisted Telephone Interviewing Facility"**

**Amount: \$277,000**

**Source: USDA - Capacity Building Grants Program**

**Dates: 1995-1998**

**"Applied Social and Economic Survey Research Center,"**

**Amount: \$315,000**

**Source: USDA - Capacity Building Grants Program**

**Dates: 1991-1994**

**"NRCS Social Sciences Partnership"**

**Amount: \$97,000**

**Source: USDA - Natural Resources Conservation Service**

**Dates: 1995 - 2000**

**Thompson - Page 14**  
**FUNDED RESEARCH**  
**PROPOSALS (cont):**

**"Career Choices Of Participants in the USDA High School  
Research Apprenticeship Program: A 10-Year Follow-Up,"**

**Amount: \$22,750**

**Source: USDA - Cooperative State Research Service**

**Dates: 1992 - 1994**

**"Life at the Margin: An Analysis of The Working Poor in  
Nonmetropolitan Areas of North Carolina,"**

**Amount: \$310,000**

**Source: USDA - Cooperative State Research Service**

**Dates: 1991 - 1994**

**"Health Care and Poverty in Rural North Carolina,"**

**Amount: \$300,000**

**Source: USDA - Cooperative State Research Service**

**Dates: 1994 - 1996**

**"Income Distribution and Poverty in the South,"**

**Amount: \$10,000**

**Source: USDA - Economic Research Service**

**Dates: 1986 - 1988**

**"Minority Community Business Development Partnership" (Co-Investigator)**

**Amount: \$200,000**

**Source: USDA - Rural Business Cooperative Service**

**Dates: 1995 - 1997**

**"Research Apprenticeship Program for Minority High School Students"**

**Amount: \$2,500**

**Source: USDA - Cooperative State Research Service**

**Date: 1993**

**Thompson - Page 15**  
**FUNDED RESEARCH**

**PROPOSALS (cont):**

**"Socioeconomic Dimensions of Agricultural Change, Natural Resources and Agricultural Structure," (Co-Investigator)**

**Amount: \$510,000**

**Source: USDA - Cooperative State Research Service**

**Dates: 1985 - 1989**

**"The Isolation of Factors Related to Levels and Patterns of Living in Selected Areas of the Rural South," (Co-Investigator)**

**Amount: \$300,000**

**Source: USDA - Cooperative State Research Service**

**Dates: 1982 - 1985**

**"Labor Force Recruitment, Performance and Technological Needs of Persons Trained in Agriculture," (Co-Investigator)**

**Amount: \$480,000**

**Source: USDA - Cooperative State Research Service**

**Dates 1985 - 1989**

**"Obstacles & Opportunities: Funding Research at 1890 Colleges and Universities," (Co-Investigator)**

**Amount: \$25,000**

**Source: USDA - Cooperative State Research Service**

**Dates: 1988 - 1989**

**"Perceptions of N.C. Minorities on Nutrition and Its Relationship to Chronic Diseases," (Co-Investigator)**

**Amount: \$10,000**

**Source: Institute of Nutrition**

**Dates: 1993 - 1994**

**"Nutrition and Its Relationship to Chronic Diseases: Focus on Native Americans," (Co-Investigator)**

**Amount: \$15,000**

**Source: Institute of Nutrition**

**Dates: 1994 - 1995**

**Thompson - Page 16**

**HONORS AND AWARDS:**

**W. E. B Dubois Career Achievement Award, Association of Social and Behavioral Scientists, Inc., 2010.**

**Hall of Fame Inductee, United States Department of Agriculture/Cooperative State Research, Education and Extension Service, 2008**

**Marguerite Rogers Howie Distinguished Service Award, Association of Social and Behavioral Scientists, Inc, 2008**

**Fellow, Food Systems Leadership Institute-W.K. Kellogg Foundation, National Association of State Universities and Land Grant Colleges, 2006-2008**

**Featured in a publication by the North Carolina Rural Center, "Fertile Ground: North Carolina Leaders Speak Out on the Future of Agriculture."**

**Selected by the National Council on Food, Agricultural and Resource Economics to serve on a select panel of experts to review the 2007 and 2012 Census of Agriculture**

**Outstanding Leadership Award, National Association of State Universities and Land-Grant Colleges, Board of Agriculture Assembly, Policy Board of Directors, 2007**

**Outstanding Administrator, North Carolina A&T State University, 2006**

**The Carolina Peacemaker's Greensboro 100 List of Movers, Shakers, and Makers, 2002**

**Distinguished Service Award, School of Agriculture, Department of Agricultural Economics and Rural Sociology, 2000**

**Martin L. King - Rosa Parks Visiting Scholar, Michigan State University, 1988**

**Award of Excellence in Research, Gamma Sigma Delta (2), 1994 and 1998**

**Outstanding Teaching Award, School of Agriculture and Environmental Sciences, 1996**

**Award of Appreciation, Greensboro City Board of Education, 1985**

Thompson - Page 17

**HONORS AND AWARDS (cont):**

**Outstanding Paper Award, Social Science and Rural Development, Association of Research Directors (Second Place), 1993**

**Outstanding Accomplishments in Research, Southern Rural Sociological Association, 1994**

**Advisory Board, National Agricultural Research, Extension, Education and Economics, 2004 -**

**Policy Board of Directors, Board of Agricultural Assembly, Commission on Food, Environment and Renewable Resources, National Association of State Universities and Land Grant Colleges, 2003 - 2007**

**Advisory Board, Rural Economic Policy Program, Ford Foundation, 1985**

**State Agricultural Experiment Station Leadership Development, 1991**

**Fellow, Ohio State University, 1977-1981**

**Empire's Who's Who Among Executives and Professionals, 2005**

**Gamma Sigma Delta Agricultural Honor Society**

**Golden Key National Honor Society**

**The Honor Society of Phi Kappa Phi**

**Alpha Kappa Mu National Honor Society**

**Alpha Kappa Delta National Honor Society**

**Co-Valedictorian, North Carolina Central University**

**Thompson - Page 18**

**PROFESSIONAL AFFILIATIONS:**

**Rural Sociological Society, Past Vice President**

**Southern Rural Sociological Association, Past President**

**American Agricultural Economics Association**

**Association of Social and Behavioral Scientists, Past President**

**North American Agromedicine Consortium**

**CIVIC AFFILIATIONS:**

**African American Atelier, Inc**

**Alpha Phi Alpha Fraternity, Inc**

**Coliseum Boulevard Church of Christ, Board of Trustees**

**Delaware State University Athletic Booster Club**

**National Association for the Advancement of Colored People, Life Member**

**North Carolina Farm Writers & Broadcasters Association, Life Member**

**Prince Hall Grand Lodge of Free and Accepted Masons**

**North Carolina Central University Alumni Association, Life Member**

**North Carolina Agromedicine Institute**

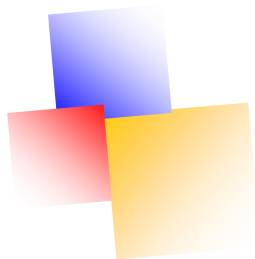
**Carolina Farm Credit, Board of Directors**

**North Carolina Farm Bureau Federation**

**Rural Advancement Fund International (RAFI), Board of Directors**

**Thompson - Page 19**

**CIVIC AFFILIATIONS: (cont)**



**Judi L. Coffield, Ed. D.**

595 Golf Links Lane  
Magnolia, DE 19962

Phone: 302.698.3166  
Email: [jlcoffield@comcast.net](mailto:jlcoffield@comcast.net)

**EDUCATION**

**2006 Ed. D., Educational Leadership, Curriculum & Instruction**

*Focus: Administration & Policy*

University of Delaware  
Newark, DE 19716

**2001 Advanced Educational Technology Certificate**

Delaware Technical and Community College  
400 Stanton-Christiana Road  
Newark, DE 19713

**1999 Introductory Educational Technology Certificate**

Delaware Technical and Community College  
DuPont Parkway  
Dover, DE 19901

**1996 Master of Instruction**

University of Delaware  
Newark, DE 19716

**1986 Bachelor of Arts, Cum Laude**

Elementary Education  
*Specialization: Mathematics 4-8*  
West Liberty State College  
West Liberty, WV 26074

**WORK**

**EXPERIENCE**

**Policy Analyst for the State Board of Education**

February 1, 2008 - present

Delaware State Board of Education  
401 Federal Street, Ste. 2  
Dover, DE 19901  
(302) 735-4010

**ACTIVITIES:**

Facilitate and enable the Board to meet its stated annual objectives  
Provide coordination, planning, implementation, and follow-up on State Board of Education Meetings  
Provide independent analysis, advice, and support for the development of educational policy  
Assist the Board in carrying out its legislatively mandated responsibilities  
Conduct research and special projects for the Board as a whole or for individual members with Board approval  
Assist in the development and management of the State Board of Education long-range planning and policy review process, including the annual evaluation of progress  
Serve as the information officer for the Board and provides the communications link to other educational stakeholder groups  
Function as the State Board of Education liaison to the Department of

## Education

Coordinate, plan, implement and provide follow-up for meetings of the P-20 Council and other committees convened by the State Board

Chair of the Delaware's Promise Subcommittee of the P-20 Council

Chair of the Higher Education Transfer of Credit Matrix Subcommittee

Representative on the Regional Education Lab (REL) Mid-Atlantic Governing Board

Serve on or lead DOE grant writing teams such as the America's Promise Grant, Longitudinal Data Systems Grant, and the NGA Achieving Graduation for All Grant

### **Education Associate, Middle/High School Support**

July 26, 2004 – January 30, 2008

Delaware Department of Education

Curriculum & Instructional Improvement Branch

401 Federal Street, Ste. 2

Dover, DE 19901

(302) 735-4000

#### **ACTIVITIES:**

State Coordinator for Southern Regional Education Board's (SREB) High Schools That Work and Making Middle Grades Work

Project Manager for the National Governors' Association (NGA) Honor States Grant

Grant writing team member (e.g. NGA Honor States Grant, GEAR UP, Governor's Summit on Extended Learning Opportunities)

Member of Delaware Recommended Curriculum Leadership Team

Secondary Support Action Team Leader

Executive Board Member for Delaware Principals' Academy (DDOE representative)

Member of State Board of Education's P-20 Council and the Dual Enrollment and Postsecondary Success Subcommittees

Coordinate activities with partner organizations such as: Delaware Association of School Administrators, Delaware Academy for School Leaders, State Action for Educational Leadership Plan, Delaware Principals' Academy

Co-coordinator for the SREB Delaware Curriculum, Instructional and School Reviews (CISR) Project

Coordinated and facilitated six high school student forums across the state for the NGA Grant and was on the team who replicated the process for the America's Promise Grant

### **Adjunct Professor: University of Delaware**

Fall 2005 EDUC 627: Models of Instruction

### **Instructional Technology Supervisor K-12**

February 22, 2000 - July 23, 2004

Red Clay Consolidated School District

Office of Instruction

2916 Duncan Road

Wilmington, DE 19808

(302) 661-6321

#### **ACTIVITIES:**

Manage/facilitate building technology integration teams

Supervise building level IT Coordinators

Write and implement the district Enhancing Education Through Technology Grant (E2T2 Grant)  
Create & manage committees to research & develop technology curriculum K-12  
Plan & implement staff development activities for teachers using building technology plans  
Visit classrooms to model & support teachers in integrating technology to teach standards including development of "replacement lessons" which integrate technology into the curriculum  
Develop software review process and formalize software purchase policy  
Update & maintain district approved software list via software review process  
Participate in district & state level committees relating to technology & curriculum integration  
Curriculum alignment for software  
Write and publish technology newsletter  
Reading & Mathematics Curriculum Committee Member  
Responsible for CMP Math Program Implementation in 6 middle schools  
Curriculum Council Member  
Co-Chair of Middle School Math Materials Adoption Committee

**Assistant Principal: Lewis Dual Language Elementary School**  
October 2003- July 2004

**Adjunct Professor: University of Pennsylvania**  
Fall 2002 PENN LIT 6: Literacy & Technology

**Teacher : Computer Class** Grades 6, 7 & 8  
August 1997 – February 2000  
Red Clay Consolidated School District  
Stanton Middle School  
1800 Limestone Road  
Wilmington, DE 19804  
(302) 992-5540

**Teacher : Computer Class** Grades 7 & 8  
August 1996- June 1997  
Capital School District  
Central Middle School  
211 Delaware Avenue  
Dover, DE 19901  
(302) 672-1771

**Teacher : Sixth Grade** Mathematics & Reading  
August 1991- June 1996  
Capital School District  
William Henry Middle School  
Carver Road  
Dover, DE 19904  
(302) 672-1620

**Teacher: Gifted Mathematics** In-coming Eighth Grade  
Summer '95 & Summer '96  
Delaware Academically Talented Youth Summer Institute

Delaware Talented and Gifted, Dr. Margaret Dee  
Delaware Department of Public Instruction  
Dover, DE 19901

**Teacher: Sixth Grade**

August 1990- June 1991  
Lake Forest School District  
South Elementary School  
Harrington, DE 19952

**Teacher: Fifth Grade**

August 1988- June 1990  
Department of Defense Dependents School (DoDDS)  
Bad Kissingen Elementary School, Germany  
APO NY 19330

**Teacher : Third Grade**

August 1987- June 1988  
Department of Defense Dependents School (DoDDS)  
Schweinfurt American Elementary School  
APO NY 19330

**PROFESSIONAL  
ORGANIZATIONS**

Kappa Delta Pi National Education Honor Fraternity, *President of  
WLSC Chapter 1985-86*  
Delaware State Education Association (DSEA)  
Delaware Association of School Administrators (DASA)  
National Council of Teachers of Mathematics (NCTM)  
Delaware Council of Teachers of Mathematics (DCTM)  
Phi Delta Kappa  
Various Parent-Teacher Organizations

## **REBECCA FOX- LYKENS, Ed.D**

50 Cedarfield Road  
Magnolia, DE 19962  
(302) 335-0410 Home  
(302) 857-6140 Office  
E-mail: [rlykens@desu.edu](mailto:rlykens@desu.edu)

### **PROFESSIONAL GOAL:**

To contribute to the success of public post secondary institutions by providing innovative, progressive and effective leadership to improve student learning.

### **WORK EXPERIENCE:**

#### 2007 – Present

Delaware State University, Dover DE 19962

Associate Professor of Education and Director

Center for Teaching and Learning: Linking Professional Development to University Improvement

#### Responsibilities:

- Management of Title III budget for faculty development
- Provide opportunities for university faculty to strengthen teaching efforts through research-based methodologies
- Provide opportunities for professional development experiences, advanced studies and assessment practices that lead to improved student learning
- Analyzing assessment data and identifying instructional needs
- Provide support for the maintaining and seeking of accreditations and certification of university programs.
- Teaching undergraduate students in Teacher Education Program
- Serving as Dissertation Committee Chair and/or Committee Member for Doctoral Candidates (Ed.D)
- Middle Level Education Program Coordinator
- Delaware College Access Network (DECAN) State Committee member
- Supervising student teachers in local K-12 schools

#### 2004 – Present

Educational Testing Service (ETS)

Princeton, New Jersey

PRAXIS III Rater

#### Responsibility

- Evaluating and rating PRAXIS III (Principles of Teaching and Learning PLT) exams

#### 2004 – 2007

Greenville County School District, Greenville, SC 29602

Teacher Quality and Research Specialist, Human Resource Department

#### Responsibilities:

- Research Specialist – Teacher Accountability NCLB
- Credential Analysis, Transcript Evaluator, Applicant Screening
- Recruitment Officer (all school personnel positions)
- District Liaison for Teacher Quality (State and Federal Offices)

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(302) 857-6140 Office  
E-mail: [rlykens@desu.edu](mailto:rlykens@desu.edu)

### **WORK EXPERIENCE (con't)**

- Professional Development Coordinator
- Routes to Alternative Teacher Licensing (PACE) District Supervisor
- PRAXIS III Test Preparation and Rater

#### 2002-2004

Shepherd University, Shepherdstown, West Virginia 25443  
Assistant Professor of Education, Full-time, Tenure-track

##### Responsibilities:

- Teaching undergraduate and graduate teacher education courses.
- Advising teacher education majors
- Supervision of student teachers
- Developing and implementing professional development courses for public school teachers via district initiated professional development improvement plans
- Grant writing and budget preparation.
- Implemented Professional Development Schools for local districts.

#### 1999-2002

Cedarfield Educational Consultants/ JAED Corp. Smyrna, DE 19977  
School Facility Assessment/Data Manager

##### Responsibilities:

- Operation and maintenance of facility assessment database to include data entry and retrieval.
- Preparation of detailed data information to include tables, grids, graphs and charts for client presentation.
- Assisted with facility assessment and capital budget outlays.
- Prepared visitation schedules and coordinated facility assessment.

#### 1998-2006

Harcourt Brace Publishing Company/Delaware Department of Education  
Bias Review Consultant for Delaware State Testing Program

##### Responsibilities:

- Advise and guard against cultural or linguistic bias in all reading samples or questions pertaining to the Delaware State Testing Program for students K-12.

#### 1997-2000

Delaware Department of Education, Office of Teacher Certification

##### Responsibilities:

- Evaluated credentials and applications of individuals seeking licensure in Delaware

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(302) 857-6140 Office  
E-mail: [rlykens@desu.edu](mailto:rlykens@desu.edu)

**WORK EXPERIENCE (con't)**

- Responded to inquires from individuals, local school districts and outside agencies regarding licensure
- Verified teaching assignments for advanced certificates and/or salary increases
- Participated in the process of reviewing and assessing current policy regarding licensure
- Participated in teacher recruitment fairs.

1987-1997

POLYTECH School District, Woodside, DE 19980

Teacher, Grades 9-12 and adult students.

Responsibilities:

- Taught vocational health occupation courses and biology science course.
- Served as department chair for health occupations
- Mentored new teachers, served as cooperating teacher for student teachers, peer teacher and coach for Service-Learning.
- Supervised students' medical internships at Dover Air Force Base.
- Taught and placed adult non-traditional students in health occupation facilities
- Implemented and monitored adult training program to include budgets and program evaluations
- Recruited adult students through a collaborative effort with the Delaware Department of Labor
- Sought and prepared various federal and state funding sources for the training and/or retooling of adult learners

**EDUCATION:**

2002 – Doctorate in Education, Educational Leadership

Wilmington College, Georgetown, DE 19947

1998- Master of Science Degree, Biology Education

Delaware State University, Dover, DE 19901

1992 – Bachelor of Science Degree, Occupational Teacher Education

Magna Cum Laude, Delaware State University, Dover, DE 19901

**PROFESSIONAL TEACHING LICENSE:**

**State of South Carolina**

2004 Standard License – Secondary and Middle School Administrator

2004 Standard License – Vocational School Director

2004 Standard License – Middle School Grades 5-8 Science Teacher

2004 Standard License – High School Grades 9-12 Biology Teacher

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E-mail: [rlykens@desu.edu](mailto:rlykens@desu.edu)

### **PROFESSIONAL TEACHING LICENSE (con't)**

#### **State of Delaware**

1992 Professional Status License – Trade and Industry Teacher (Grades 7-12)  
1995 Standard Certificate – Physical Science Teacher (Grades 7-12)  
1998 Standard Certificate – Biology Teacher (Grades 7-12)  
2002 Standard Certificate - School Leader I and II (District Level Administration and School Building Administrator)

### **PROFESSIONAL DEVELOPMENT AND CONTRIBUTIONS:**

- Delaware College Access Network, DE Dept of Education
- Professional Development Cluster Reviewer – DE Dept. of Education
- Presenter: Lily East Teaching Conference 2008 – Action Research for Faculty
- MICROSOFT Certified INTEL Teach to the Future Professional Development Trainer/Instructional Technology
- Hartcourt Brace Publishing Co- Bias Review Committee DSTP
- Presenter: Focus on Student Learning, Multiple Intelligence: Shepherd College
- Presenter: Our Hispanic Heritage, United States Army Corp of Engineers, Winchester, VA
- Presenter: What It Takes To Be A Successful Hispanic Student, John Handly High School, Winchester, VA
- Presenter: Developing a Teacher Portfolio, Shepherd University
- Delaware Department of Education, Advisory Council Member, Diversifying School Staffs in Delaware
- PRAXIS I and II Standard Setting Committee Member
- Teacher Standards Development Task Force Committee Member
- University of Delaware, Affiliated Program, Comprehensive System of Personnel Development, Strategic Planning Committee Member
- Delaware Learn and Serve National Education Committee representative
- Project MERGE (Mainstream for Special Needs Students) Participant
- DSTP Assessment and Interpretation Committee member
- DSTP Writing Assessment Evaluator
- Delaware Learn and Serve National Award Winner

### **GRANTS:**

Co PI on NIH Grant (RFA-GM-09-011) September 2008  
Co PI on CCLI Grant submitted to NSF (August 2008)  
Co PI on GK-12 Grant submitted to NSF (December 2007)  
Service Learning Grant Recipient- 1995, 1996, 1997, 1998, 2002, 2003.  
Sex-Equity Grant Recipient – 1995, 1996, 1997, 1998, 1999  
Delaware Private Industry Council Grant Recipient – 1988, 1989, 1990, 1991  
AMERICORP Grant Recipient – 2002, 2003, 2004

**REBECCA FOX- LYKENS, Ed.D**

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E-mail: [rlykens@desu.edu](mailto:rlykens@desu.edu)

**PUBLICATIONS:**

- 2010 - Middle States Commission on Higher Education, Self-Study Design Report – Delaware State University
- 2009 – National Middle School Association Accreditation SPA Report, Delaware State University
- 2009 – Internal Program Reviewer Lead Reporter for Music and Mass Communication Programs Delaware State University
- 2008 – Middle States Commission on Higher Education Monitoring Report – Delaware State University
- 2005 – Teacher Incentive Fund Reviewer Report, United States Department of Education
- 2002 - Doctoral Dissertation: A Descriptive Study of Minority and Non-Minority Teachers and Factors Influencing Their Selection of Delaware

**Amir Mohammadi**  
70 Fairmont Court  
Smyrna, Delaware 19977  
Cell Phone: (302) 943- 3543  
amohammadi@desu.edu

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### Career Summary

A broadly skilled, results-oriented innovative senior professional with extensive experience in all facets of administration, finance, human resources, student affairs, auxiliaries, facilities and enrollment management. Demonstrated accomplishments in strategic/master planning, organizational development, and cross-functional team development. Possesses strong communication and presentation skills and the ability to work effectively with diverse community groups, legislators, and employees -- from entry-level personnel to executive management to the level of Board of Directors.

#### **Education**

**Delaware State University, Dover, Delaware** (2008-Present)

Continued Doctorate in Higher Education Leadership

Completed all course work (ABD)

Dissertation: Investigating changes in Higher Education for the past thirty years and its future implication. (Anticipated Completion May 2011)

**West Virginia University, Morgantown, WV** (2003-2005)

**Doctorate** in Higher Education Leadership

Completed 21 credits toward the degree

**Adelphi University, Garden City, New York** (1983 -1985)

**M.B.A.** - Master of Business Administration / concentration in Management and Finance

**Adelphi University, Garden City, New York** (1978 -1982)

**B.S.** - Banking & Money Management - concentration in Accounting and Economics

#### **Relevant Experience**

**Delaware State University, Dover, Delaware** (July 2006 to Present)

##### **Current Responsibilities:**

Executive Vice president for Finance and University Treasure (July 2011 to present)

Vice President for Finance, Administration (April 2007 to June 2011)

Vice President for Operations and Student Affairs (Dec. 2006- March 2007)

Vice President for Student Affairs (July 2006- October 2006)

##### **DSU Foundation Responsibilities:**

Controller, University Development Foundation (February 2008- Present)

President of the University Housing Foundation (September 2006 to present)

## **Previous Experience**

### **West Virginia University, Morgantown, WV (February 1991 – June 2006)**

*Promoted 10 times in fifteen years at WVU including the following positions:*

*Associate Vice President for Generated Revenue (January 2004 – June 2006)*

*Associate Vice President for Student Affairs - Administration, Finance, and Technology  
(July 2000 - December 2003)*

*Assistant to the President of West Virginia Potomac State College  
(February 2002-October 2002)*  
*Acquired additional responsibilities*

*Chief University Housing Officer (April 1999 – December 2003)*  
*Acquired additional responsibilities*

*Assistant Vice President for Student Affairs for Administration and Finance  
(Feb 1997- June 2000)*  
*Partial Associate Vice President's responsibility*

*Interim Director of Dining Services (January 1999 - August 1999)*  
*Acquired additional responsibilities*

*Associate Director for Housing & Residence Life for Administration & Finance/Assistant  
Vice-President for Student Affairs Business Operations (10 months)  
(March 1993 – January 1997)*

*Interim Director – Department of Housing & Residence Life  
(September 1992 - February 1993)*

*Assistant Director for Administration & Finance – Department of  
Housing & Residence Life (February 1991 - August 1992)*

*School for Language & Communication Development, North Bellmore, New York  
(March 1989 - January 1991)*

*Controller*

*Equitable Financial Services, Farmingdale, New York  
Registered Representative, NASD (September 1988 - March 1989)*

### **Adelphi University, Garden City, New York (March 1982 - August 1988)**

*Promoted progressively six times in various capacities, including the following positions:*

- Assistant Dean/Director of Financial Affairs, College of Arts & Sciences
- Director of Student Union and Contracted Services, (Ruth S. Harley University Center)
- Assistant Director of Student Accounts/Bursar
- Assistant Director of Adelphi University Center

- Rathskeller Manager
- Security Officer

### **Professional Affiliations**

<b>NACUBO</b>	National Association of College and University Business Officers
<b>ACUHO-I</b>	Association of College and University Housing Officers- International
<b>NACAS</b>	National Association of College Auxiliary Services
<b>NASPA</b>	National Association of Student Personnel Administrators
<b>WVASPA</b>	West Virginia Association of Student Personnel Administrators
<b>EDUCAUSE</b>	The result of a consolidation of two prominent higher education Technology Associations

### **National and International Publications & Presentations**

- 2011 American College & University President's Climate Commitment (ACUPCC)  
Presented Energy Savings Agreements and Their Effect on Debt Capacity  
Calculation ( June 23, 2011, Washington, D.C.)
- 2011 American College & University President's Climate Commitment  
Honored to be selected to be on a three member panel regarding sustainability in  
higher education
- 2011 Honored to be selected to be in a video for ACUPCC (June 22, Washington, D.C)
- 2004 Authored an article in National Association of Colleges & Universities "Business  
Officer Magazine"-(NACUBO Business Officer Magazine, May 20, 2004), "A  
Transforming Effect" - West Virginia University embraced the tenths of  
transformational leadership to reinvent Student Affairs Business Operations  
(July 2004, Milwaukee, Wisconsin)
- 2004 Noel Levitz- Ninths Enrollment Management International (NEMI)  
"Tumbling Those Silos" Developing Campus- Wide Enrollment Management."  
(June 2004, Vail, Colorado)
- 2004 National University Security Workshop II - sponsored by The South Carolina  
Institute for Energy Studies, Clemson University  
"WVU One Card Implementation and Biometric Applications for Housing and  
Future Applications" (September 2004, Clemson University)
- 2003 National Association of Colleges & Universities Food Service  
Mid Atlantic Conference Speaker – "Politics & Food Service on Campuses"  
Morgantown, West Virginia
- 2003: *13<sup>th</sup> Annual Conference and Exhibition of CTST (CardTech/SecurTech)*  
Invited by Rand Corporation to discuss and present biometrics applications,  
including campus security, point of sales, and the future plans of road to banking  
(Orlando, Florida)
- 2002: *34<sup>th</sup> Annual Conference of NACAS (National Association of College*

*Auxiliary Services)*

Presentation - How to Create Specialized Business Operations, Save  
\$1.8 Million, and Maintain a Student-Centered University  
(Vancouver, British Columbia, Canada)

- 2002 *Diebold University Systems Card Users Conference- Presentation: The Creation  
of Biometrics Applications for West Virginia University (in partnership with  
Diebold Corporation)*  
(Kent State University, Cleveland, Ohio)
- 1999 Attended and participated in the Oxford Round Table Discussion in challenges of  
the Higher education (Oxford, England)
- 1996 *Griffin Technology (now Diebold Corporation)*  
Presentation: The One-Card Solution: How to Create a One-Card  
Identification/Debit Card  
(Boston University, Boston, Massachusetts)

**Licensure/Certifications**

- Life/Health Insurance, Variable annuities, State of NY #LA-723166  
NASD, Series 6, State of New York
- Total Quality Management facilitator for West Virginia University
- The National Emergency & Response Training Center (NERRTC) and  
Department of Justice Office of Justice Programs For Domestic Preparedness  
(ODP) – Senior Officials Workshop (SWO) for WMD/Terrorism Incident  
Preparedness
- Leadership for the State of West Virginia – Nominated, selected in the State of  
West Virginia Leadership Program and earned a Certificate of Achievement for  
the eight-month intensive training and development program

**Awards & Honors:**

- Serve as the President of Delaware State University Housing Foundation
- Serve as a member of the Board of Directors of Schwartz Center for Arts in  
Dover, Delaware
- Serve as a member of the Board of Director of DelACCESS Consortium, helping  
and promoting minority vendors to access and compete fairly in the entire State  
of Delaware procurement system
- Selected by the United State Army for accomplishments and affecting the life of  
young adults as a community leader as an All American and was honored in the  
US Army All American Bowl in January 2010 in Texas.
- Received recognition as part of an enrollment management team for West  
Virginia University by the President of the Noel Levitz for increasing the freshman  
by 1000 students within few years– Ninth annual Enrollment Management  
International (NEMI) (June 2004, Vail, Colorado)
- Selected as top 66 out of 100 “The Dominion Post Most Influential” people in  
northern West Virginia/ Monongalia County by *Dominion Post* Newspaper  
(Sunday, April 13, 2003)

- West Virginia University Center for Black Culture & Research: The Director's awards for outstanding support & service.

(May 10, 1997)

### **Consulting Positions:**

Delaware State University (January 2005, Dover, Delaware)

SunGard (SCT) invited me to present the published article of "The Transforming Effect" at the NACUBO Conference (July 2004, Milwaukee, Wisconsin)

Potomac State College (January 2002, Keyser, WV)

### **Committees, Task Forces, Leadership Positions**

Have acted as senior consultant to the President's Office and Vice Presidents, led, chaired and participated in numerous committees and task forces. A comprehensive list (Appendix A) follows

### **Teaching Experience**

#### **Adjunct Professor, College of Business and Economics, WVU-**

Fundamentals of Management - Essential Concepts and Applications  
(Spring 2001, 02, 03, 04, 05, and 06)

Orientation I Instructor, WVU (Fall 1997)

### **Selected Committee Responsibilities At Delaware State University and West Virginia University**

#### **Appendix A**

Member of

- Strategic Planning Committee (2007-present):
- Executive Committee for Integration of the Potomac State College, from a Regional Campus to a branch campus (7/2003-12/2004))
- \$225 million Revenue Bonds Underwriting Selection Committee (Concluded the task by October 2004)
- Financial Aid Taskforce (7/1999- 6/00)
- Contract negotiation team for Financial Management with Coca-Cola ( Summer/Fall 2001)
- Financial Aid Executive Committee (11/2003- 5/04)
- Contract management negotiation team, debit card, with Barnes & Noble Book Store (FY 2000)
- University-wide and Regional Campuses Pouring Rights Executive Committee (FY 2000-01)
- The National Emergency Response & Rescue Training Center in cooperation with the Department of Justice Programs Office for Domestic Preparedness (September 2002)
- Executive Committee for the Judicial Restructuring of Housing and Residence Life (FY 1999-2000)

- Wireless Technology Taskforce (FY 2001)
- Executive Committee for the Web Development and Advertisement on the Web (FY 2002-2003)
- WVU Human Resources Peer Review Committee (Fall 2001)
- WVU Human Resources Advisory Committee (FY 2000, 01, 02, 03)
- WVU Human Resources Policy Development Committee (FY 2002 and 03)
- President's Legal Counsel, Judge for Grievance Level II (FY 2000)
- University-wide Budget Planning Committee (1997 to present)
- Executive Committee for Administrative Information Management Systems
- University-wide Major Capital Planning Committee (Since 1998 to present)
- 1999 International Round Table Residential Colleges -- Oxford, England
- Financial Management Information System (FY 1998,99 and 00)
- The University Master Planning Executive Committee (1998 to present)
- President's Council on Social Justice (FY 1998 and 99)
- President's Safety and Security Council (FY97, 98, 99, 00,01, 02)
- National Award-Winning *WVU Up All Night* Programming Committee (1998-1999)
- University Steering Committee for Total Quality Management (1992-1993)
- Dr. Martin Luther King, Jr. Unity Breakfast Steering Committee (1995-1998)
- Steering Committee for University-wide Student Information System/Banner (FY 1994,95,96,97)
- University-Wide Multicultural – Cross Cultural and Human Diversity Awareness Committee (Student Affair's retreat summer 1995)
- University-wide Team, defining needs and opportunities to enhance multiculturalism for the Marion county school system in the state of West Virginia (FY 1994, 95)
- University-wide Total Quality Management Facilitator – nominated, selected, trained, and certified for Total Quality Management leadership (FY 1994,95,96,97)
- TQM Facilitator for State-wide Extension Offices, addressing the needs and opportunities for WVU (FY 1996)
- Student Retention Task Force, working specifically with the Associate Provost and the Noel Levitz Consulting Firm)
- University-wide Wellness Program (FY 2003- 04)

**Chair, Co-Chair, or Led Initiatives in the Following**

- The University Budget Planning and capital planning (July 2007-present)
- At the request of the Provost, chair and serve as the chief negotiator with the AAUP, faculty union (March 2009-present)
- Chair the Executive Committee for Technology Governance at DSU (May 2009-present)
- Chaired the reorganization & restructuring of West Virginia University Potomac State College (Regional Campus) in the areas of Student Affairs, Financial Affairs, Auxiliaries and Enrollment Management including the Financial Aid department (1/ 2002 –10/ 02)
- Development of a partnership with Diebold Corporation for Biometrics applications in Safety and Security of the Residence Halls and access to WVU facilities. (This is the first time an application in the area of an

integrated systems technology has become possible in higher education  
(Extremely interesting story, will share upon request) (1/03)

- Enrollment Management Council (7/2000- 12/03)
- Technology Support Center - In conjunction with the Associate Provost and Chief Information Officer (7/1999)
- Development of Student Affairs Business Operations (10/ 1996)
- Task force with the Associate Provost for Academic Affairs for the development of the Academic Affairs/Student Affairs teams
- Coca-Cola Service Contract (10/2000- 4/01)
- Housing and Residence Life Budget Advisory, and Recruitment and Retention (FY 1994,95,96)
- Telecommunications advisory team for Housing and Residence Life (FY 1995)
- Implementation Team For the Design and Construction of a new Residence Hall (FY 2002)
- Negotiation with the WVEA (union) for the settlement of the 9/10 month contract of dining services employees (FY 1998-99)
- Dining Services Strategic Planning Committee (FY1998- 99)
- TQM Facilitator for the department of Human Resources, leading a team of University-wide professionals to maximize the efficiency of WVU's Department of Human Resources and enhance its image (Spring 1995)
- Housing and Residence Life Strategic Planning (4/1999 –12/ 03)
- University-wide Debit Technology Development (FY 1998-04)
- Student Information System/Banner Location Module (FY 1994-96)
- Housing and Residence Life/Board of Trustees Initiatives (FY1992)
- Implementation Team for University Wide Identification Card for faculty, staff, and students (FY 1994-95)
- Creation of the Facilities Master Plan for Housing and the Student Union and reorganization of the facilities management team (FY 1999-00,02, 03)
- Executive committee for development, acquisition and construction of additional housing for freshman, graduate, and international students (FY 999, 20, 01,02, 03,04)
- Steering committee for the development & construction of an additional 1500 spaces/bed for housing (Currently underway)

# CURRICULUM VITAE OF RAYTON R. SIANJINA, PH.D.

**Current Rank: Full Tenured Professor**

## OFFICE ADDRESS

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(302) 857-7150 (FAX)  
[rsianjina@desu.edu](mailto:rsianjina@desu.edu)

## HOME ADDRESS

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Phone: (302) 698-9152 (h)  
Phone: (302) 242-7959 (c)  
[rayton.sianjina@comcast.net](mailto:rayton.sianjina@comcast.net)

## CURRENT POSITION

### Notable Areas of Responsibilities:

- **Currently:**
  - **Chair, Education Department, Delaware State University &**
  - **Director of Graduate Education Programs, Delaware State University**
    - *Examiner: Certified NCATE Board of Examiner Member (Technology)*
    - *Professor of Instructional Technology & Educational Leadership*
    - *Former Director of Distance Education and Learning Technologies*
    - *Former Director of Dover Air Force Programs*

### Responsibilities:

*Teaching various courses both at the undergraduate and graduate levels: Masters and Doctoral*

As Interim Chair of Education Department, I manage and oversee the day-to-day operation of the Education Unit. Performing numerous and varied duties and responsibilities.

As Director of Graduate Programs in Education, I oversee the day-to-day management of the graduate programs in Education which includes supervising and evaluating all faculty members teaching in graduate programs. I negotiate employment contracts, and spending a substantial amount of time in program and personnel management. In addition, I assign teaching loads to full-time and adjunct faculty.

As former Director of Distance Education and Learning Technologies I supervised over 200 faculty members in 22 academic units. Duties include but not limited to budget preparation, program management, hiring personnel; assisting the faculty in online course development, assisting students, and staff with various learning technologies; and assisting in designing and developing courses with appropriate assessment systems.

## I. EDUCATION

<b>Ph. D.</b>	Univ. of Mississippi	1990	Educational Administration Leadership and Supervision Minor: Instructional Technology
<b>M.S.Ed.</b>	Harding University	1985	Educational Administration Leadership and Supervision Minor: Instructional Technology
<b>B.A.</b>	Harding University	1984	Secondary Education: English Minor: Computer Science

**II. EMPLOYMENT**

<b>Institution</b>	<b>Dates</b>	<b>Rank</b>	<b>Department</b>
Delaware State University	6/08 - Present	Dir. Graduate Progs.	Education
Delaware State University	2001- 2008	Director	Distance Educ
Delaware State University	2002- Present	Professor	Education
Delaware State University	1999- 2001	Dir. Graduate Progs.	Education
Delaware State University	2000 - 2006	Graduate Council	School of Grad.Studies
Delaware State University	1999 - 2001	Coordinator	ARTC
Delaware State University	1999 - 2004	Assessment Coord.	Education
Delaware State University	1998 - 2002	Associate Prof.	Education
University of LA. at Monroe	1994 - 1998	Associate Prof.	Instruc. Tech.
University of LA. at Monroe	1990 - 1993	Assist. Prof.	Comp.Sci.Dept.
Grad. Comprehensive Exams	1994 - 1998	Director	ULM
Science Fair	1995 - 1998	Director	ULM
Young Scholars Program	1991 - 1994	Director	ULM
Geo. Benson Comm. College	1986 - 1987	Chancellor	College Campus
Namwianga Chr. Sec. Schl.	1986 - 1987	Head, Eng. Dept.	Namwianga School

**III. UNDERGRADUATE INSTRUCTION (At Delaware State University since Fall 1998)**

12 - 344	Instructional Technology	3 sem. units
12 - 357	Effective Teaching Methods	3 sem. Units
Plus many others		

**IV. GRADUATE INSTRUCTION**

12 – 823	Dissertation Research	3 sem. units
12 – 822	Dissertation Research	3 sem. units
12 – 809	Educational Technology	3 sem. units
12 – 806	School Legal Policy	3 sem. units
12 – 805	Economics of Public	3 sem. units
12 – 803	Leading Organizational Change	3 sem. units
12 – 805	Qualitative and Quantitative Research	3 sem. units
12 – 804	Effective Administration	3 sem. units
12 - 808	Strategic Planning	3 sem. units
12 – 800	The Education Leader as CEO	3 sem. units
12 - 603	History and Philosophy of American Education	3 sem. units
12 - 625	Educational Research and Statistics	3 sem. units
12 - 641	Supervision of Curriculum & Instruction	3 sem. units
12 - 643	School Law Policy	3 sem. units
12 – 681	Community/Human Relations	3 sem. units
12 - 683	Technology Integration in Education	3 sem. units

**V. OTHER UNIVERSITY ASSIGNMENTS SINCE FALL 1998**

Member	Graduate Council	2008 – Present
Member	Promotion and Tenure Committee	2004 - 2006
Member	Campus Technology Council Committee	2003 - 2007

Member	University Faculty Senator	2003 - 2005
Chair	Distance Education Task Force Committee	2002 - 2008
Chair	e-Learning Community Advisory Board	2002 - 2010
Member	Graduate Studies Committee	2001 - 2006
Member	University Graduate Council	1999 - 2004
Member	Technology Networks Committee	1999 - 2005
Member	University Technology User Group	1999 - 2004

#### **VI. OTHER DEPARTMENTAL ASSIGNMENTS SINCE FALL 1998**

Interim Chair	Education Department	2010 -
Present		
Director	Education Graduate Programs	2008 -
present		
Chair	Scholarship Committee	2004 - 2009
Member	Hospitality Committee	2000 - 2008
Co-Chair	Recruitment and Retention	2000 - 2006
Co-Chair	NCATE College Accreditation	2002 - 2008
Director	Education Graduate Programs	1999 - 2002
Member	School of Education Advisory Board	2000 - 2003
Coordinator	Child/Early Care Programs	2001 - 2002
Coordinator	Graduate Comprehensive examination	1999 - 2001
Member	Portfolio Assessment Committee	2000 - 2001

#### **VII. DISSERTATION COMMITTEES CHAIRED DURING YEAR 2007-2009**

From 2007 to present

Dr. Sianjina has served as dissertation chairperson for mother twelve students

#### **VIII. COMMUNITY, STATE AND NATIONAL ACTIVITIES**

President, Board of Directors, House of Pride

- Dover Residential Facility for Drugs and Alcohol Addiction Recovery

National Science Foundation (NSF)

- Grant Proposal Field Reader
- *Member of NCATE's Board of Examiner*

United States Department of Education

- Grant Proposal Field Reader.
- Wadsworth Publishing Company
- Book Reviewer

Who's Who Among American Professors

- Nominated in the Who's Who Among American Professors

#### **IX. DIRECTOR, DISTANCE EDUCATION & LEARNING TECHNOLOGIES**

### **Responsibilities/Duties Performed**

- ❑ Coordinate all Distance Education and Learning Technologies Activities
- ❑ Initiate and coordinate comprehensive faculty training program in Learning Technology and Distance Education
- ❑ Reallocate resources as needed for training purposes in the office of Distance Education and Learning Technologies
- ❑ Prepare and oversee a 5-year budget for Distance Education and Learning Technologies for the and to the Federal government via Title III Office
- ❑ Prepare and submit a quarterly report to Title III Office of Instructional Support and Title III
- ❑ Supervise and certify Time and Effort reports for all personnel in the Office of Distance Education and Learning Technologies
- ❑ Develop brochures for Distance Education and Learning Technologies
- ❑ Conduct workshops for the Faculty and students on how to effectively engage online activities for meaningful teaching and learning
- ❑ Prepared Middle States Association of Colleges and Schools Reports
- ❑ Conduct various technology workshops to the faculty with various needs relating to different types of technologies
- ❑ Lead the effort on developing a Web page for the office of Distance Education & Learning Technologies
- ❑ Lead the effort on developing a brochure and on-line materials for Distance Education and Learning Technologies
- ❑ Analyze vendor contracts and make negotiations to obtain the best terms and conditions on behalf of the Distance Education Program
- ❑ Assist staff, students and the faculty with the use of Blackboard Management System in various Web-enhanced and online courses

## **IX. DIRECTOR, ALTERNATIVE ROUTES TO TEACHING CERTIFICATION (ARTC)**

### **Responsibilities/Duties Performed**

- ❑ Prepared and presented quarterly and annual reports to the State of Delaware's Education Department
- ❑ Prepared and presented quarterly reports to Delaware State Department of Education as well as all school districts that participated in the ARTC program
- ❑ Prepared and presented annual budget for the program to the Delaware State Department of Education
- ❑ Developed recruiting materials both hard copies as well as on-line for the program
- ❑ Developed retention strategies for students in the program
- ❑ Presented various reports to different organizations such as the State of Delaware's Principals' Association
- ❑ Evaluated transcripts for ARTC candidates and provided academic counseling
- ❑ Developed the ARTC program's curriculum and corresponding and appropriate assessment systems
- ❑ Developed various ARTC course syllabi and appropriate course assessment systems
- ❑ Recruited and hired instructors for ARTC program according to their expertise
- ❑ Supervised student interns who were teaching in various school districts through the state of Delaware
- ❑ Developed summer intensive classes where candidates participated in micro-teaching to

peers in order to critically evaluate teaching competencies

- ❑ Met and consulted with principals, teachers, mentors, and candidates at various points throughout program experience to monitor progress

## **XI. DIRECTOR, EDUCATION GRADUATE PROGRAMS**

### **Responsibilities/Duties Performed**

- ❑ Developed and wrote the first Education Graduate Programs procedures and policies handbook
- ❑ Designed the curriculum for Educational Administration and Leadership Master's degree program
- ❑ Reviewed Education Graduate student's application process and made recommendations to the Dean of School of Graduate and Continuing Education
- ❑ Led and revised the initiative of the development of Graduate "Global Comprehensive" Capstone
- ❑ Led the initiative of the development of "Multimedia Presentation" Capstone
- ❑ Conducted graduate capstone preparation workshops for graduate students
- ❑ Served on the University's Graduate Council
- ❑ Designed the "Multimedia Presentation" capstone rubric student assessment systems
- ❑ Coordinated and supervised all three graduate capstone experiences
- ❑ Served on all Theses committees
- ❑ Served on all "Multimedia Presentation" capstone experiences
- ❑ Led the revision of Education Graduate Programs in alignment and responsive to nation trend and student needs

## **XII. OTHER RESPONSIBILITIES PERFORMED IN SCHOOL OF EDUCATION**

- ❑ Served as Thesis Chairperson for different students and on various occasions
- ❑ Served on the Curriculum Development Committee
- ❑ Serves as coordinator of Instructional Technology Division
- ❑ Conducted mock Praxis workshops for undergraduate education majors (On Saturdays)
- ❑ Negotiated the purchase of Learning Plus Software to assist students with preparation for Praxis assessment software program
- ❑ Registered and Assisted Students on the Computer for the Learning Plus Software
- ❑ Conducted Praxis Preparation Workshops for the Students on one-on-one basis
- ❑ Proctored computerized Mock Learning Plus Examination for Undergraduate Students in preparation for Praxis examination

## **XIII. CURRENT PROFESSIONAL ASSOCIATION MEMBERSHIPS**

Member since 2009 - Present	State of Delaware Consortium for School Leadership
Member & Founder Since, 2001	Instructional Technology User Group (State Org.)
Member, since Spring 1993	American Educational Research Association
Member, since Fall 1991	Assoc. of Superv. Curriculum & Dev.(ASCD)
Member, since Spring 1992	Phi Delta Kappa (PDK)
Member, since Fall 1991	ISTE
Member, since 1999	DAPA (Delaware Administration Personnel Association)

#### XIV. PROFESSIONAL PRESENTATIONS AND CONFERENCE ATTENDANCE

Sianjina, Rayton R. & Phillips Richard (April 4-6, 2011). Influences of Instructional Leadership, Transformational Leadership, and the Mediating Effects of Self-Efficacy on Students' Achievement . Presented at American Institute of Higher Education 6<sup>th</sup> International Conference. Charleston, SC. [Presenter]

Sianjina, Rayton R. & Phillips Richard (April 4-6, 2011). African-Americans' Participation in a Comprehensive Intervention College Prep Program. Presented at American Institute of Higher Education 6<sup>th</sup> International Conference. Charleston, SC. [Presenter]

Sianjina, Rayton R. (October 13-16, 2010). The Wallace Foundation National Conference on Education Leadership: An Agenda for School Improvement. Washington, DC [Attendee]

Sianjina, Rayton R. (September 10-12, 2010). Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference. Arlington, VA [Attendee]

Sianjina, Rayton R. (July 6-8, 2009) Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals. SREB Conference, Atlanta, Georgia. [Attendee]

Sianjina, Rayton R. & Jackie Wilson (November 29, 2008) New York City Leadership Academy of Aspiring Principal Program sponsored by Delaware's Cohesive Leadership System (DCLS), New York, NY

Sianjina, Rayton R. (June 27, 2007). *Delaware's Aspiring School Leaders: A 21<sup>st</sup> Century Preparatory Process of Superintendents and School Principals*. Fifth Annual Policy and Practice Institute of Aspiring School Leaders. Dover, Delaware. [Presenter]

Sianjina, Rayton R. (April 18-19, 2007). The Millennial Students: Expectation, Challenges and Implications Transformative Technologies in Learning and Teaching. Dover, Delaware [Presenter].

Sianjina, Rayton R. (November 16-19, 2006). Technology and Learning: Expectations of the Millennials. San Juan, Puerto Rico. [Presenter].

Sianjina, Rayton R. (October, 2006) Asynchronous Learning Networks: Advancing Historically Black Colleges and University. Greensboro, North Carolina [Presenter].

Sianjina, Rayton R. (October 10, 2006). Technology and Learning: Expectations of the Net Generation. Dover, Delaware [Presenter].

Sianjina, R. (July, 2006). Building Engagement and Attainment in Minority Students. Summer Institute held at Rio Grande, Puerto Rico, Puerto Rico. [Presenter & Attendee].

Sianjina, Rayton R. (June, 2006). A National Webinar conference entitled "**Anytime, Anywhere Learning & Computing Timeline**" will take place on Wednesday, June 14, 2006; 2 p.m. [Presenter]. Can be accessed at:

<https://event.on24.com/eventRegistration/EventLobbyServlet?target=registration.jsp&eventid=23700&sessionid=1&key=E115471A1FEB4E6BDCFF2E961D25C7E3&referrer=http://edtech.texterity.com/main/&sourcepage=register>

Sianjina, Rayton R. (February 16, 2006). Strategies for Effective Teaching and Assessment. Dover, DE [Presenter].

Sianjina, Rayton R. (October 14, 2005). Technology Innovations for Assessment of Student Performance: Use of CPS System. Dover, DE [Presenter].

Sianjina, Rayton R. (September 15, 2005). Designing Courses and Assessment Strategies for Higher Level Learning. Dover, DE [Presenter]

Sianjina, Rayton R. (April 22, 2004). Innovative Best Practices in College Teaching Across Content Areas. Dover, DE [Presenter].

Sianjina, Rayton R. (January 31, 2004). Best Teaching Practices Using Technological Tools. Sponsored by Center for Excellence in Teach. Delaware State University. [Presenter].

Ruffini, Michael and Sianjina, Rayton R. (October 28, 2003). Integration of Technology Across the Curriculum Using PowerPoint and e-Portfolio Development. Dover, DE [Presenter].

Sianjina, R. and Crawford, L. (April 24, 2003). IT3: Integrating Technology in 2003. The Division of 2003 ARTS Summit: Creating New Connections. Delaware Department of Education and the Delaware Alliance for the Arts. Dover, DE [Presenter].

Sianjina, Rayton R. (March 18, 2003). Effect of Technology Integration on Student Performance in specific content areas: Mathematics, Music, Science and Social Studies. Sponsored by Center for Excellence in Teach. Delaware State University [Presenter].

Sianjina, Rayton R. (October 10, 2002). Integration of Technology into the Classroom. Delaware Center for Educational Technology. Dover, Delaware [Presenter].

Sianjina, Rayton R. (April 2, 2001, 1:30pm - 2:30pm). *Bringing Real Live Teaching and Learning in the Classroom Using Hyperlinks*. Delaware Instructional Technology Conference. Sheraton Dover Hotel. Dover: DE [**State Conference**] {**Presenter**}.

Sianjina, Rayton R. and Hughes, Linda (April 14, 2000, 10:30am -11:45am) *The Delaware Alternative Routes to Certification: Views from the Field by District/School Teams*. The 10<sup>th</sup> Annual Conference of the National Association for Alternative Certification. The Crystal Gateway Marriott. Arlington: VA [**National Conference**], {**Presenter**}.

Sianjina, Rayton R. (March 22, 2000, 2:30pm-3:30pm) *Technology: A Transforming Tool to Meaningful Teaching and Learning*. Delaware Instructional Technology Conference. Sheraton Dover Hotel. Dover: DE [**State Conference**], {**Presenter**}.

Sianjina, Rayton R. (February 9, 2000). *The Meaningful Integration of the Internet as a Tool for Learning and Teaching in the Classroom*. The College Board: Middle States

Regional Assembly. Renaissance Harbor place: Baltimore: MD [**Regional Conference**], {**Presenter**}.

Sianjina, Rayton R.(1998). *Thematic Approaches to Developing Technological Management Skills Among Educational Administrators*. SITE Annual Conference Orlando: FL [**International Conference**], {**Presenter**}.

Sianjina, Rayton R. (February 12, 1998). *Making Technology an Integral Part of Teaching: the Development and Retrieval of Lesson Plans from the Web* Concordia Parish School System: Ferriday: LA [Presenter].

Sianjina, Rayton R. (May 24, 1996). *The Process of Integrating Technology Across the Curriculum*. Georgia Educational Technology Conference (GaETC), Macon: GA, [Presenter].

Sianjina, Rayton R. (September 16, 1995). *Using Computer Technology for Program Evaluations Among School Administrators*. Louisiana Association of Computer Using Educators. Laffeyette: LA; [Presenter].

Sianjina, Rayton R. (October 8, 1993). *LogoWriter: An Assistive Tool for Mathematics Instruction*. Mississippi Educators' Computer Conference. Jackson: Mississippi, [Presenter].

## **XV. FUNDED GRANT PROPOSALS**

Sianjina, Rayton (Fall 2010) *Enhancement of Teacher Education Programs*. Title III Federal Government Five year Grant (Funded in amount of \$200,000.00).

Sianjina, Rayton (Spring 2009) *Robert Noyce Teacher Scholarship Program*. Federal Government grant through National Science Foundation (\$750,000, not funded).

Sianjina, Rayton R. (2008). *Delaware State University's Improved Online Learning Systems: Efforts to Meet Needs of all Learners*. Title III Federal Government grant through the United States Department of Education. (Funded in amount of \$260, 000.00).

Sianjina, Rayton R. (2007). *Distance Learning Education at Delaware State University*. Title III Federal Government grant through the United States Department of Education. Funding (Funded in the amount of \$214, 000.00).

Sianjina, Rayton R. (2005-06). *Enhancing the Distance Learning System in Meeting Learner Needs*. Title III Federal Government grant through the United States Department of Education. (Funding in the amount of \$211, 000.00).

Sianjina, Rayton R. (2004-05). *The Enhancement of the Distance Learning Program at Delaware State University*. Federal Government grant through the United States Department of Education. Funding awarded in the amount of \$210, 140.

Sianjina, Rayton R. (2003.04). *The Use of Multiple Transmission Systems to Enhance Distance Learning Program*. Federal Government grant through the United States Department of

Education. Funding awarded in the amount of \$208,840.

Sianjina, Rayton R. (2002.03). *The Implementation of a Distance Learning System Using Multiple Transmissions*. Federal Government grant through the United States Department of Education. Funding awarded in the amount of \$202,740.

Sianjina, Rayton R. (2001). *Integrating Technology into Today's Classroom: teacher training@microsoft*. Funded by Microsoft Corporation in the amount of \$5,000 for Education Customer Unit/K-12 Marketing

Sianjina, Rayton R. (1999). *Delaware State University's ProtoType Technology Infusion in the Classroom for Future Teachers*. Funded by State Department of Education in the amount of \$76,618.00

Adams, R., Jelks, Peggie, Sianjina, Rayton R., & Stone, J. (1996). *Computerized Classroom for Teacher Preparation at Northeast Louisiana University*. Funded by the Board of Regents: State of Louisiana in the amount of \$18,000.00

Eaton, V., Sianjina, Rayton R. and Ohme Paul (1992). *Providing Access to Computer Science Careers for Minority High School Students from Northeast Louisiana*. Funded by The National Science Foundation in the amount of \$119,804.00

## XVI. PUBLICATIONS

Sianjina, R. & Phillips, R. (November 2010). African-Americans' Participation in a Comprehensive Intervention College Prep Program. Re-submission to *The Education Forum A Kappa Delta Pi* (Currently in print).

Sianjina, Rayton R. (December, 2010) Authentic Assessment for Web-based/e-Leaning: An Authenticated Tool. Submitted to *The Journal of Distance Education*. (Resubmitted for consideration)

Sianjina, Rayton R. (July 2009). A Commitment Excellent Education: *Large Quantity Environment Participants Through Anywhere, Anytime Environment*. Submitted to *T.H.E Journal*

Sianjina, Rayton R. (1999). *Parental Choice, School Voucher and Separation of Church and State: Legal Implications*. The Education Forum A Kappa Delta Pi Publication 63 n2 West Lafayette, IN.

Sianjina, Rayton R.(1997). *Thematic Approaches to Developing Technological Management Skills for Educational Administrators*. Technology and Teacher Education. Orlando: FL. Annual SITE 1997.

Sianjina, Rayton R. Cage, Bob & Allen, Anne V.(1996). *African-Americans' Participation in Teacher Education Programs*. The Educational Forum A Kappa Delta Pi Publication 61 n1 West Lafayette, IN.

Sianjina, Rayton R. (1995). *Multicultural Education Through Curriculum Integration*.  
International Multicultural Children's Literature 6 n1. Calcutta: India.

Sianjina, Rayton R. and Rice, George (1995). *Teaching that Encourages Meaningful Learning*.  
The International Journal Forum for Logotherapy 18 n2. Abilene: TX

**John Nathaniel Austin**  
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## **EDUCATION**

Affordable Housing Development Finance Program	2010 Neighborworks Training Institute
University of Michigan-- Institute for Social Research	Summer 1993-- Post Doctoral Fellow
Virginia Commonwealth University	1984, Ph.D. Research, Policy & Administration
University of Pennsylvania	1978, Advanced Certificate (Research/Policy)
Virginia Commonwealth University	1974, MSW, (Community Organization and Planning)
Bowie State University	1973, B.A., Political Science
Community College of Baltimore	1970, A.A., Art/Sciences

## **WORK HISTORY**

**2010-Present: Interim Dean, College of Education, Health & Public Policy, Delaware State University**

**Responsibilities:** Providing leadership to the College. Managing the College's resources toward achieving the unit's mission and goals. Providing guidance and oversight for four departments and the chairs of each. Managing the process for formulating and monitoring the budgets of each department. Coordinating activities within the College. Overseeing and supporting the integrity of the academic programs within the College. Providing the students within the college the best facilities, instruction and opportunities available. Assuring that the College and its Departments are in compliance with the policies and procedures of the University and its supporting units.

**2009-Present: Associate Vice President for Research & Sponsored Programs, Delaware State University**

**Responsibilities:** Overseeing, managing and coordinating the University's portfolio of research. Administering the University research mechanisms including Innovative Technologies Breakfast, Office of Sponsored Programs and its functions including pre- and post-award activity. Overseeing animal care (IACUC) and human subjects (IRB) committees. Monitoring and addressing issues dealing with Export Control. Interfacing with the General Counsel relative to contracts and sub-contracts with federal funding.

**2006-2009**     **Assistant Vice President & Director, Sponsored Programs;** Delaware State University

**2003-2006**     **Professor & Director, Sponsored Programs,** Delaware State University; Dover, Delaware

**Responsibilities:** Managing and administering the University's Office responsible for all pre and post-award activities directed at securing federal and state grants and contracts. Interfacing with federal and state agencies relative to securing and complying with funding opportunities. Providing support to faculty and staff engaged in developing proposals. Overseeing the unit's budget. Supporting the University's research initiatives that have increased from \$8 million dollars to over \$25 million since taking the position under the current President.

**2000-2003**     **Assistant Dean School of Professional Studies and Chair of the Social Work Department**

**Responsibilities:** Developing funding streams for the School. Processing and addressing student issues in the Departments comprising the School—Airway Science, Social Work and Nursing. Working with faculty to secure grants and contracts. Writing grants and working with faculty/staff employment issues as assigned by the Dean. Managing the affairs of the Social Work Department as outlined (1997-2003)

**1997-2003**     **Professor and Chair of the Social Work Department,** Delaware State University; Dover, Delaware

**Responsibilities:** Managing and supervising the Department's fiscal and human resources. Providing oversight and direction in the re-affirmation of accreditation of the Department's BSW and MSW Programs. Representing the Department both within the University and across the University's external environment. Guiding, facilitating and writing with the Department's faculty for grants and contracts to augment resources available to support the goals of the unit. Teaching, at least one course, in the BSW or MSW Program. Serving on University committees and task forces.

**1991-1997**     **Professor of Social Work in the Ethelyn R. Strong School of Social Work,**

Norfolk State University; Norfolk, Virginia

**Responsibilities:** Developing and writing the initial proposal for the Social Work Doctoral program documents submitted to the State Council of Higher Education (SCHEV). Teaching courses in macro-practice, i.e. research, policy, administration and community organization. Serving as lead teacher for the policy concentration. Serving as faculty liaison and supervisor for BSW and MSW students in field practicum. Serving on committees and mentoring in the doctoral program.

**1989-1991      Associate Professor and Director of Admissions in the Ethelyn R Strong School of Social Work, Norfolk State University; Norfolk, Virginia**

**Responsibilities:** Recruitment and selection of students to the MSW Program. Coordination and supervision of admissions staff and the admissions committee. Development and execution of admissions policies and procedures. Service on School and University committees. Teaching macro-practice courses in the graduate and undergraduate programs.

**1986-1989      Associate Professor and Assistant Director of Institutional Research and Planning, Norfolk State University; Norfolk, Virginia**

**Responsibilities:** Coordination and execution of Title III projects (Office Automation, Institutional Effectiveness—Outcomes Assessment—and Academic Management Reporting Systems). Development of routine and special reports. Writing research reports and speeches for the President and other officials. Developing and writing grant applications.

**1985-1986      Associate Professor (Tenured) and Director of Admissions in the Ethelyn R. Strong School of Social Work, Norfolk State University; Norfolk, Virginia**

**Responsibilities:** Recruitment and selection of students to the MSW Program. Coordination and supervision of admission policies and procedures. Serving on School and University committees. Developing and writing grants. Teaching at the graduate and undergraduate levels in research, policy and macro practice areas.

**1980-1984      Assistant Professor in the Ethelyn R. Strong School of Social Work, Norfolk State University; Norfolk Virginia**

**Responsibilities:** Developing courses and teaching in the areas of policy and social work methods. Developing, coordinating and supervising field placements for the social work programs. Serving as liaison and or supervising students in field practicum. Serving on School and University committees.

**1976-1977      Instructor and Field Coordinator in the Ethelyn R Strong School of Social Work, Norfolk State University; Norfolk, Virginia**

**Responsibilities:** Same as those described for the Assistant Professor rank.

**1974-1976     Instructor & Acting Chair of the Sociology Department & Director of the Social Welfare Program, Hampton Institute; Hampton, Virginia**

**Responsibilities:** Managing the Sociology Department's human and fiscal resources. Scheduling courses and developing the social work program. Teaching sociology and social work courses. Overseeing the social work program through its first accreditation process.

**1974-1977     Caseworker (part-time) for Big Brothers of the Peninsula; Hampton, Virginia.**

**Responsibilities:** Recruiting volunteers to serve as big brothers to the agency's waiting list of boys. Initiating background checks of volunteers. Providing orientation and counseling to on-going cases. Monitoring and supervising cases. Conducting presentations of the program before different civic groups.

**1973-1974     Caseworker and Coordinator of the Adolescent Program at the Educational Therapy Center; Richmond, VA**

**Responsibilities:** Providing community based mental health services to residents of the northside of Richmond. Counseling a caseload of clients from the local community. Supervising an adolescent juvenile prevention program.

**PRESENTATIONS/ TRAINING ENGAGEMENTS**

- 1977            "Self Help Workshop" for residents in Public Housing, Norfolk Redevelopment and Housing Authority; Norfolk, VA
- 1979            "Employing Path Analysis as Means of Assessing Factors Influencing Parent Participation in the Non-Graded Follow-Through Model in Atlantic City", Regional Meeting of the American Educational Research Association; Hampton, VA
- 1981            "Creating a Positive Organizational Climate and Developing Viable Treatment Plans", Lake Severon Group Home; Hampton, VA
- 1985            "A Study of Hospital Social Work Directors and Social Work Personnel in Hospital Settings", Annual Program Meeting of the National Association of Black Social Workers (NABSW); New Orleans, LA
- 1985            "B. S. W. s, M. S. W. s--What's the difference?" Agency's Field Instructor's Breakfast, Norfolk State University; Norfolk, VA.

- 1987 "Student Outcomes Assessment in the Self Study", Virginia Union University; Richmond, VA.
- 1987 "Fund Raising and the Trends", National Association of Sickle Cell Anemia Conference; Baltimore, MD
- 1989 "Current Practices in Community Organization", Eastern Regional Council of Urban League's Programmatic Conference on Community Organization; Virginia Beach, VA
- 1992 "Addressing Child Abuse in Communities--A Unique Approach", Virginia Council on Social Welfare, Annual Conference; Richmond, VA
- 1993 "Inter-generation Substance Abuse: A Model Intervention" (with Vickie Hawkins), Virginia Council on Social Welfare; Annual Conference; Richmond, VA
- 1995 "Mobilizing Community Involvement", Alzheimer's Foundation; Norfolk, VA  
1998 "Addressing HIV-AIDS in the African American Community" Children & Families First Conference on HIV-AIDS; Dover, DE
- 1998 "Effecting Change for Children and Families that are Homeless", ACLU Conference on Homelessness; Dover, DE
- 1999 "Initiating and Inspiring Excellence in Programming"; Wilmington Housing Authority and Delaware State University Jointly sponsored Conference on Programming Excellence; Wilmington, DE
- 2001 "Health Collaborations in Minority Communities—Implementing Culturally Competent Health Promotion Programs"; Health Promotion in the New Millennium: Strategies for Successful Wellness Programs & Reducing Health Disparities At the [Reach Boston Elders 2010 Coalition]; Boston, MA
- 2002 "Building and Sustaining Successful and Diverse Community Collaborations"; Chicago Public Health Department; Chicago, IL
- 2003 "Health Collaborations in Minority Communities—Implementing Culturally Competent Health Promotion Programs"; University of Delaware MBNA Bowman Conference Center; Newark, DE
- 2004 "Developing Grants Addressing Health and Human Service Issues"; Delaware State University's School of Health and Public Policy; Dover, DE

“Collaboration Between the University and United Way Agencies & Other Non-Profits In Developing Joint Funding Initiatives”; Delaware State University; Dover, DE

## CONSULTATIONS

- Delaware Public Health Department  
HIV/AIDS Programming  
Mr. Dennis Rubino

Consultation provided in the areas of training, research and evaluation of community based programs and contract agency personnel.

- Morehouse School of Medicine  
Health Promotion Resource Center  
Dr. Ron Braithwaite, Dir.  
Atlanta, Georgia

Consultation provided in the areas of program development, board training; community development and grantsmanship.

- The C. Waldo Scott Community Center  
Mrs. Vickie Hawkins, Dir.  
Newport News, VA

Consultation provided in the areas of program development, supervision and community development.

- Hampton-Newport News Community Services Board  
Mr. Freddie Simons, Prevention Coordinator  
Newport News, VA

Consultation provided in the areas of prevention program development, training for public housing residents and program evaluation.

- Middle Peninsula-Northern Neck Community Services Board  
Mr. Charles Walsh, Jr.; Substance Abuse Coordinator  
Kay Bradley, Prevention Project Coordinator  
Gloucester, VA

Consultation provided in the areas of prevention program development and project evaluation.

- National Institute for Alcohol and Alcohol Abuse (NIAAA)

Bethesda MD

Consultation provided in the areas of grant evaluations and reviews.

- National Institute for Drug Abuse (NIDA)  
Bethesda MD

Consultation provided in the areas of grant evaluations and reviews.

- Center for Substance Abuse Prevention (CSAP)  
Bethesda MD

Consultation provided in the areas of program development grant evaluations and reviews.

### **SAMPLE OF FUNDED GRANT PROJECTS**

- |           |   |
|-----------|---|
| 2008-2010 | “Transportation and Public Safety Information Exchange Pilot Project”. Funded by <b>U.S. Department of Transportation</b> , .Collaboration with Dr. Hazell Reed and Dr. David Pokrajac.   |
| 2010-2012 | “Development of Allied Health Education and Training program”. <b>U.S. Depart. Of Health and Human Services Health Resources and Services Administration.</b>   |
| 2005-2008 | “Delaware State University—Coverdale Crossroads Initiative”. Funded by the <b>U.S. Dept. of Housing &amp; Urban Development’s</b> HBCU Program.   |
| 2002-2005 | “Community and Economic Development for Capitol Park Community in Dover and Kent County, Delaware”. Funded by the <b>U.S. Dept. of Housing &amp; Urban Development’s</b> HBCU Program.  |
| 1999      | "Developing Cost Effectiveness Methodology and Training for Delaware <b>Department of Public Health Department Contractors in New Castle County.</b> " Fund by the Delaware Department of Health & Social Services, <b>Division of Public Health.</b> |
| 1998      | "Developing Cost Effectiveness Methodology & Training for Department of Public Health Contractors in Kent and Sussex Counties". Funded by the <b>Department of Health &amp; Social Services, Division of Public Health.</b>                           |
| 1997      | "Research on HIV-AIDS Prevention Strategies for African American Men in Kent and Sussex Counties". Funded by the <b>Department of Health &amp; Social Services, Division Public Health.</b>   |

- 1995-1998 "Rural Virginia United Coalition Project"; Co-authored with Kay Bradley. Funded by the **Department of Health & Human Services**, Center for Substance Abuse Prevention.
- 1996 "Application for Historically Black Colleges and Universities (HBCU) Initiative for Administrative Supplement," co-authored with Dr. Bruce Johnson of the National Development and Research Institute (NDRI), Funded by the **National Institute of Drug Abuse**.
- 1988-1990 "Competency Based Family Systems Therapy Training"; Co-authored with Dr. Otha Wright. Funded by the **Department of Health and Human Services**.
- 1986-1987 "Norfolk State University: Student Assessment Project". Funded by the **Virginia State Council of Higher education**.
- 1986-1988 "Foster Care Parent/Child Emancipation Preparatory Program". Funded by **Department of Health and Human Services**.

## TECHNICAL REPORTS/PUBLICATIONS

### Reports:

"Coverdale Crossroads: A Comprehensive Five-Volume Community Assessment and Analysis"; co-authored with Dr. Marlene Saunders; 2004.

"Interim Report For The Masters Degree Program in Social Work--Delaware State University"; Submitted to the Council on Social Work Education; 1999.

"Interim Report For the B. S. W. Program--Delaware State University"; co-authored with Dr. Elijah Mickel and Dr. Maria Carroll, submitted to the Council on Social Work Education, 1999

"Interim Report For The Masters Degree Program in Social Work--Delaware State University"; Submitted to the Council on Social Work Education, 1998.

"Recommendations for Designing and Implementing Heterosexual Peer Education for African American Men in Kent and Sussex Counties"; For State of Delaware Department of Health and Social Services, Division of Public Health, 1998.

"Presentation of Criteria for Selecting Effective Strategies for Delivering HIV-AIDS Prevention Behavioral Change Intervention for African American Men in Kent and Sussex Counties"; For State of Delaware Department of Health & Social Services, Division of Public Health, 1998.

"A Review of Research Based Programs Deemed Effective in Engaging African American Men in HIV-AIDS Prevention Behavioral Changes"; For State of Delaware Department of Health & Social Services, Division of Public Health, 1998.

"A Review of Literature Addressing the Effectiveness of Research Based Programs Designed to Engage African American Men in HIV-AIDS Prevention Behavioral Change" with Dr. Shirley

Wilson; For State of Delaware Department of Health & Social Services, Division of Public Health, 1998

"A Comprehensive Needs and Resource Assessment", co-executed with Dr. Pindur and Dr. Mengitsu; For the City of Newport News; Coordinated by the Newport News Alliance for Youth and the Hampton-Newport News Community Services Board, March 1996.

"Multi-generational Substance Abuse Services for Adjudicated Youth Project: Project Annual Evaluation Report--July 1993-94"; For Newport News Alliance for Youth, 1994.

"Evaluation Report: Norfolk Redevelopment and Housing Authority's Drug Elimination Grant Program" (Executive Summary included) with B. Collins and L. Walton; For Norfolk Redevelopment and Housing Authority, 1994.

"Final Evaluation Report: An Assessment of the Initiatives and Results of the National Center on Child Abuse and Neglect Grant Project; For Alternatives Inc., 1994.

"Multi-generational Substance Abuse Services for Adjudicated Youth Project: Project Annual Evaluation Report--July 1992-June 1993"; For Newport News Alliance for Youth, 1993.

"Annual Evaluation Report (1992-1993): Newport News Center for Youth Prevention Grant"; For Newport News Alliance for Youth, 1993.

"Final Evaluation: Newport News Safe Neighborhoods Coalition's Community Prevention/Intervention Program"; For Hampton-Newport News Community Services Board, 1993.

"Public Housing Drug Elimination Program: Evaluation Report"; For Hampton Redevelopment and Housing Authority, 1992.

"The Ethelyn R. Strong School of Social Work Proposal for the Doctor of Philosophy Degree in Social Work"; Submission to the State Council on Higher Education for Virginia, 1990.

"Norfolk State University Request for Authorization to Offer Degrees at the Doctorate Level"; Submission to the State Council on Higher Education for Virginia, 1990.

"Final Report on the Norfolk Inter-agency Conference on Services to Youth, 1984.

"Final Report on the Norfolk Inter-agency Conference on Services to Youth, 1983.

"Juvenile Services Bureau: A Summary of Data Collected From the Division of Social Services and the Juvenile and Domestic Relations Court Services Unit on the Juvenile Services Bureau Facilities; Norfolk, VA, 1983.

"Final Report for the Norfolk Juvenile Services Bureau"; 1982.

## **Publications:**

Braithwaite, Ronald L.; Taylor, Sandra E. and Austin, John N. Building Health Coalitions in the Black Community; London: Sage Publications, Inc., 2000.

Allen, Maxine & **Austin, John N.** "Accreditation: The Status of Historically and Predominantly Black Colleges and Universities"; NAFEO Publication [book chapter and Newsletter article], 1989.

**Austin, John N.** Functional Differentiation: An Assessment of the Expectations and Utilization of BSW and MSW Personnel in Hospitals in Virginia, Doctoral Dissertation, 1984.

## **AWARDS AND HONORS**

Alpha Kappa Mu National Honor Society

Alpha Delta Mu National Social Work Honor Society

HIV-AIDS Research Fellow, University of Michigan, 1993

Council on Social Work Education Minority Fellow; 1977-1980

Educational Computers in Minority Institutions Fellow, 1975

Social Rehabilitation Services Fellow, 1972-74

## **COMMUNITY SERVICE**

Workforce Investment Board, State of Delaware, 2002-Present

Delaware Bio-Technology Board of Directors, 2009-Present

Council on Social Work Education's Commission on Accreditation, 2006-2009

Board of Directors, 2000-2004, East Side Charter School, Wilmington, DE

Board of Directors 1998-2008, First State Community Action Agency

United Way of Delaware, Community Impact Panel, 2004-2007, Wilmington, DE

Inquiry Panel for the State of Delaware's Division of Children and Family Services, 1998

Board of Directors (Past President) 1984-1998, Peninsula Association of Sickle Cell Anemia, Inc.

Advisory Board, 1993-1996, Telamon Corporation; Richmond, VA

Board of Directors and Past President (1983-1998), Virginia Council on Social Welfare;  
Richmond, VA

## **UNIVERSITY SERVICE**

- Member, Provost's Council 2010-Present
- Member, Graduate Council 2010-Present
- Member, Go Green Subcommittee 2010-Present
- Member, Middle States Steering Committee 2010-Present
- Co-Chair, Internal Scan Workgroup, Middle States Report 2011
- Member, Academic Advisement Committee 2010-2011
- Ex-officio member, Faculty Senate 2010-Present
- Chairperson, Search Committee, Dean of Libraries 2010
- Chair, Curriculum Committee, College of Education, Health & Public Policy 2010-Present
- Chair, Chairpersons Committee, College of Education, Health & Public Policy 2010-Present
- Member, Council for Professional Education 2010-Present
- Member, Race to the Top: Physical and Emotional Wellness Workgroup – Part 2 2011
- Member, Race to the Top Early Childhood Subgroup 2011
- Member, Delaware Bio Board
- Member, Innovative Technologies Committee
- Chair, Delaware State University Institutional Review Board
- Member, Delaware Workforce Investment Board
- DSU HIV-AIDS Policy Task Force 1998-1999 [Sub-Committee Chair] DSU Doctoral Programs Task Force 1999-2000
- DSU Faculty Senate Admissions Committee [Chair]
- Ex-Officio member of Social Work Department Committees
- DSU Vision 20-20 Task Force--Administrative/Faculty Retreat Committee DSU Strategic Planning Committee
- School of Education and Professional Studies
  - Curriculum Committee
  - School Chairs Committee

**References:**

Dr. Ronald Braithwaite,  
Professor & Senior Research Scientist  
Family & Community Medicine  
Morehouse School of Medicine  
720 Westview Drive, SW  
Atlanta, GA 30310-1495  
Phone: 404: 291-0462 (cell)  
Fax: 404: 756-1222

Dr. Harold Aubrey  
Associate Provost  
Bowie State University  
Bowie, MD  
Phone: 301: 643-9567 (cell)  
Fax: 301: 860-3405

\*Additional References are available upon request.

## **Joan Loewenstein Engel**

541 Westwood Drive  
Dover, Delaware 19904

home: 302-674-1295  
cell: 302-399-4547

**Profile:** My goal as a teacher is to inspire children to want to learn, for them to find education exciting, and for all of my students to eventually become life long learners. Being a Reading teacher and a highly qualified English teacher, I hope my students will see what a crucial role reading plays in their lives.

An advocate for the underdog, my passion is with the Special Education students. I have witnessed many different approaches to teaching those with special needs, but it always comes back to one basic method. Believe in the students, have respect for them and present the material in a realistic manner. Teach toward mastery and mastery will come.

### **Experience:**

- |              |  |
|--------------|--|
| 1980-1981    | Isaac Middle School Phoenix, Arizona<br>Developed pull out program for children with special needs.                    |
| 1981-1982    | Estrella Junior High School Phoenix, Arizona<br>Resource teacher for children with learning disabilities               |
| 1982-1983    | St. Teresa of Avila Catholic School in Summit, New Jersey<br>Taught academics to students in the 6 <sup>th</sup> grade |
| 1984-1985    | Charleton School Camden, Delaware<br>Taught 17-21 year old students basic skills                                       |
| 1985-1987    | William Henry Middle School Dover, Delaware<br>Resource teacher for students with learning disabilities                |
| 1987-1991    | Fairview Elementary School<br>Taught academics as a pull-out program for elementary school students                    |
| 1991-Present | Central Middle School<br>Resource, partial inclusion, full inclusion and currently READ 180                            |

**Education:** University of Delaware BSED  
Delaware State University Master's Degree in Special Education

**References:** Available upon request

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**Lois M. Hobbs**  
P. O. Box 453  
Dagsboro, DE 19939

Home: 302-537-5260  
Cell: 302-542-2383

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## **PROFESSIONAL SUMMARY**

- Extensive administrative and supervisory experiences at both the elementary and secondary level, including Generalist Supervisor for Instruction (K-12); Chapter One Resource Specialist; member of the Superintendent's Instructional Team for Elementary Schools; Elementary Principal; Middle School Principal; Assistant Superintendent of Schools; Regional Administrator; and Superintendent.
- Demonstrated leadership in all aspects of curriculum development, implementation, and evaluation with emphasis in the areas of arts infusion interdisciplinary studies, at-risk populations language experience programs, and Pre-K through adult curriculum framework development.
- Recipient of several major leadership awards, including The Washington Post Distinguished Educational Leadership Award (1989); Outstanding School Administrator Award, presented by the Prince George's County Chamber of Commerce and the Advisory Council for Business and Industry; and the 1988 Prince George's County Outstanding Educator Award, Civic Star Award sponsored by American Association of School Administrators and Sodexho School Services – 2003, Magna Award sponsored by National School Boards Association and Sodexho School Services – 2003, and the Leadership for Learning Award sponsored by American Association of School Administrators and TIAA/CREF Enterprises - 2002
- Responsible for overseeing the design and implementation of the Thomas Pullen Creative and Performing Arts Magnet School, a unique K-8 Magnet Program which provided an integrated approach to academics and the visual and performing arts. This program received national recognition and awards for its exemplary curriculum, instruction, and outreach components.
- Extensive experiences as a presenter and trainer at local, state, and national workshops. Sessions included "Cooperative Learning;" "The Principal's Role in Staff Development;" "Communication Skills for Administrators;" "The Effective School Process;" "Creating a School Vision;" "School-Based Management;" "At-Risk Students;" "Integrating the Arts and Academics;" "Discovering Your Potential As a Workshop Leader;" "Developing a New School Program;" and pilot presentations of "Previewing the Principalship" and "Creating a Quality School" for the National Association of Elementary School Principals.
- Teaching experiences at the college and university level, including courses in "The Effective School Administrator;" "Stress Management for Educators;" "Current Practices in Supervision;" and curriculum courses in Language Arts, Teaching Elementary School Mathematics, and the Language Experience Approach to Teaching Reading. Staff member at the Harvard University Principals' Center, "The Art and Craft of the Principalship."

**CAREER CHRONOLOGY****Independent Educational Consultant****2006 to present**

Currently: consulting with Focus on Results and training the Vision 2015 schools in the State of Delaware, working with the University of Delaware to create a training program to support experienced principals in the state, serving as the hearing officer for the State Board of Education to hear appeal cases from the school districts.

**Superintendent, Indian River School District****1996 – 2006**

The Indian River School District is the largest school district in Sussex County encompassing 360 square miles and serving 7600 students in 14 schools. The district has 2 high schools, 2 middle schools, 7 elementary schools, 1 magnet school for the arts (grades 1-8), 1 intensive learning center school, and 1 special education center school. The racial composition of the district's 7600 students is 24 percent African-American, 5 percent Hispanic and 69 percent other. Forty percent of the district's students qualify for the Free and Reduced Lunch Program. The district became one of the highest performing districts in the state and was successful in narrowing the achievement gap. Five elementary schools were identified as Blue Ribbon Schools as part of the No Child Left Behind initiative. Responsibilities include overseeing a \$70.8 million budget; assuring that the district policies and procedures are implemented; evaluating principals and central office staff; promoting a quality staff development program; working with state legislators to promote state educational legislation; developing district goals; providing instructional leadership; and working with a ten-member Board of Education to set school district policy.

**Regional Administrator, Charles County Public Schools****1994 – 1996**

Regional Administrator of the Western Region of Charles County whose 12 schools include 2 high schools, 2 middle schools, and 7 elementary schools with a total student enrollment of 6,813. The racial composition of the Western Region is 20 percent minority. Responsibilities include ensuring equity in all programs; overseeing the Department of Instruction; developing the current framework for Pre-K through adult; monitoring curriculum and instruction; articulating the school system's missions and goals; evaluating principals, pupil personnel workers, psychologists, and instructional specialists; assisting principals in the development of Effective School Plans to improve student achievement; responding to parent and community concerns; developing the school system's budget; assuring the school system's programs and policies are implemented; developing a new middle school instructional program; and working collaboratively with the central staff.

**Assistant Superintendent, Prince George's County Public Schools****1991 – 1994**

Assistant Superintendent for Area I whose 33 schools included 4 high schools, 5 middle schools, 22 elementary schools, and 2 special centers with a total student enrollment of 24,543. The racial composition of Area I was 52 percent African-American and 48 percent other. Responsibilities included monitoring the curriculum and instruction; evaluating principals and area staff; articulating the school system's missions and goals; assisting principals in the development of Effective School Plans to improve student achievement; responding to parent and community concerns; reviewing school and system budgets; monitoring student placement; assuring the school system's programs and policies were implemented; and working collaboratively with the central office staff.

**Principal, Prince George's County Public Schools 1984 – 1991**

Principal of Thomas Pullen Creative and Performing Arts Magnet School (1990-1991), a K-8 complex featuring an interdisciplinary approach to academic and arts instruction. Areas of concentration included visual arts, choral and instrumental music, dance, and computer graphics; duties included oversight for transforming the school from comprehensive to magnet status and managing all aspects of program development and implementation. Principal of Thomas Pullen Middle School (1987-1990). Principal of Beacon Heights Elementary School (1984-1987), working with staff to implement the Effective Schools Process with major emphasis on improving minority achievement.

**Instructional Supervisor and Curriculum Specialist,  
Prince George' County Public Schools 1970 – 1984**

Extensive experience in all aspects of curriculum, instruction, and supervision, which included a variety of supervisory roles in this county -- the 16<sup>th</sup> largest in the United States. Served as a K-12 Generalist Supervisor for Instruction (1980-1984), monitoring instruction, addressing parental concerns, completing new teacher observations, and in-servicing both principals and teachers. Worked as a County Helping Teacher and Chapter One Specialist (1970-1980), overseeing classroom management and curriculum design for at-risk populations.

**Classroom Teacher, Prince George's County Public Schools 1966 – 1970**

Classroom teaching experience at the first, second and fourth grade levels which included piloting a reading series for the school system, teaching the language experience approaches to reading, and serving as a demonstration teacher at the first grade level.

**HONORS AND AWARDS**

- Superstars in Education Winner – The 2% Cluster - 2006
- Odyssey of the Mind Team – First Place in World Finals - 2006
- Models of Excellence in Education Award – East Millsboro Elementary School - 2006
- Models of Excellence in Education Award – Selbyville Middle School - 2005
- National Distinguished Title I School – Frankford Elementary School – 2005
- Superstars in Education Winner – Meet the Challenge – 2005
- National Blue Ribbon School – Long Neck Elementary School – 2005
- Odyssey of the Mind Team – 2<sup>nd</sup> Place in World Finals
- National Blue Ribbon School – Frankford Elementary School – 2004
- Odyssey of the Mind Team – 6<sup>th</sup> Place in World Finals
- National Blue Ribbon School – Phillip Showell Elementary School - 2003
- National Distinguished Title I School – Phillip Showell Elementary School – 2000, 2002, and 2003
- Civic Star Award – 2003
- State Distinguished Title I School – East Millsboro Elementary School – 2002 and 2003
- Models of Excellence in Education Award – Elementary Mathematics Curriculum and Implementation – 2002
- Leadership in Learning Award – 2002
- First National Blue Ribbon School in the State – Lord Baltimore Elementary School - 2001
- Superstars in Education Award– Ingram Pond Educational Environmental Center – 2001

- Superstars in Education Award– Project VILLAGE - 2000
- Superstars in Education Award – Indian River Eagle Company - 2000
- Governor’s Awards for Excellence in Early Care & Education – Project VILLAGE - 2000
- Governor’s Outstanding Volunteer Awards in Education – Lord Baltimore Elementary School
- Lt. Governor’s Parent-Partnership Award – Lord Baltimore Elementary School -2000
- Superstars in Education Award – Lord Baltimore Elementary School - 1998
- The Maryland Arts Alliance for Arts in Education Award - March 1991
- Outstanding School Administrator, Prince George’s County Chamber of Commerce and Advisory Council for Business and Industry - 1989
- The Washington Post Distinguished Educational Leadership Award -1989
- Outstanding Educator in Prince George’s County - 1988

### **PROFESSIONAL ORGANIZATIONS**

- American Association of School Administrators
- Delaware Association of School Administrators
- National Association of Elementary School Principals
- Association of Supervision and Curriculum Development
- Arts Networking Association

### **STATE COMMITTEES**

- Governor’s Task Force on School Libraries
- Lt. Governor’s Models of Excellence in Education Steering Committee
- Delaware Mentoring Council
- Delaware Academy for School Leaders
- State Board of Education Achievement Gap Task Force
- Chief School Officers’ Achievement Task Force

### **EDUCATIONAL EXPERIENCES**

- M.A., Elementary School Administration, University of Northern Colorado, 1974
- B.S., Elementary Education, Frostburg State College, MD, 1966
- Additional course work and training experiences include participation in The Washington Post Seminar on Training Issues, the IBM Education Executive program, the Harvard Principals’ Center and Virginia Tech

References furnished upon request.

4/18/10

Charles S. McDowell, Esq.

Mr. McDowell is of counsel to Potter Anderson & Corroon LLP where his legal career specialized in tax exempt finance for governmental and 501(c)(3) entities, including educational organizations. Prior to his retirement from Potter Anderson, Mr. McDowell's representations included the University of Delaware and Delaware State University with respect to its financing matters.

He is currently a Trustee of Delaware State University where he serves on the Finance and Buildings & Grounds Committees and as Chair of the Committee on Trustees. He is also Chairman of the Board of EastSide Charter School in Wilmington, Delaware which serves 400+ preK – 8<sup>th</sup> grade inner-city students. His other education experience includes working as a Teaching Fellow at International College in Beirut, Lebanon and as an Assistant Director of Admissions at Princeton University.

Mr. McDowell's other current activities include serving as a director and President of Delaware State Bar Insurance Services, Inc. (a wholly owned subsidiary of the Delaware State Bar Association), as a director of the Delaware Bar Foundation and as a member of the American College of Bond Counsel.

He is a former President of the Delaware State Bar Association. He also previously served as Chair of the DSBA Committee for Diversity in the Legal Profession which, among other things, established the Louis Redding Fellowship, a special summer clerkship for first year minority law students. This Committee also sponsors annual Minority Job Fairs for law students as well as a Supplemental Bar Review Program designed to assist law students in preparing for the Delaware Bar Exam.

Mr. McDowell is also a former director of WHY?Y, Inc., Social Venture Partners-Delaware, Delaware Theater Company, Delaware Curative Workshop and New Castle County Economic Development Corporation.

Mr. McDowell graduated with honors in history from Princeton University and he received his JD from the University of Virginia School of Law. Mr. McDowell and his wife live in Wilmington. They have three grown children and 6 grandchildren.

## Biographical Information

Dr. Stephanie Wright is the President and CEO of DASEF, (Delaware AeroSpace Education Foundation), an educational non-profit, whose mission is to provide an exceptional learning environment that inspires children and their families with a sense of appreciation for the Earth and its place in the universe.

Since February of 1990, Dr. Wright has successfully grown the organization from a one week summer academy to a statewide, year round, educational campus that provides standards-based Earth and space science academies, programs, outreach, professional development and events to the people of Delaware and neighboring states. She is the guiding force behind the construction of DASEF's LEED's certified operational Environmental Outpost and the new Innovation Technology Exploration Center (ITEC).

Dr. Wright serves as the K-12 Outreach Coordinator for both the University of Delaware's NASA Space Grant and Delaware State University's NASA URC Center for Applied Optics for Space Science and belongs to numerous professional organizations. Through grants from diverse organizations, she coordinates and runs standards based Science, Technology, Engineering and Technology (STEM) programs and events for k-12 student and workshops for teachers.

Dr. Wright has been recognized by Women in Aerospace, Aerospace States Association, Girl's Inc., the American Institute of Astronautics and Aeronautics, the Civil Air Patrol, the University of Delaware, the Central Economic Development Office, the YWCA, Rotary International as a Paul Harris Fellow and the Dover Air Force Base as a Distinguished Citizen.

Dr. Wright received a Bachelor of Arts Degree in Music and a Master of Education in Language Arts from the University of Delaware and completed her doctoral degree in Elementary Education at Temple University in PA. She resides in Bear, Delaware with her husband Brian and has two sons and a daughter-in-law, Henry and his wife Tami and Harry.



## Governance Training: Founding Board of Trustees

Charter School Board Member Training will be offered to charter applicants through Innovative Schools **Charter Board Development program**. Three workshop sessions will assist new board members understand their roles and responsibilities, how to effectively organize and operate, and how to hold a school accountable for performance. Sessions are designed to model Board practice including research, homework assignments, small group deliberations, self and group evaluations and consensus building to promote Board cohesion and informed decision-making.

**GOAL:** Charter School Board Members will operate based on best practice, as demonstrated through their organization, operations and accountability functions. Decision-making will reflect a well-informed Board, focused on the school mission, while improving student achievement.

### **Session 1. Building A Charter School – Not Just Bricks and Mortar**

*Over time, charter school proponents have discovered the critical role Boards of Trustees must perform in order to ensure successful student and school outcomes. Beginning with the Founding Board member motivation, philosophy and vision, the group develops a mission statement that will drive all aspects of the school's operations.*

- Board Members examine individual educational philosophy and motivation
- Members explore and develop a common school vision
- The vision informs the creation and meaning of the mission statement
- The mission statement is succinct and measurable;
- Policy setting and accountability functions are reviewed and understood
- Members examine Charter School performance data nationally, statewide and locally
- Board members examine roles and responsibilities
- Board member recruitment and pro-active membership is discussed.

### **Session 2. Board Functioning: Operations and Organization – The Agony and the Ecstasy**

*The Board of Trustees of a Charter School is responsible for the school's failure or success. Once members accept this reality, the importance of organizing principles and operational practices takes precedence over individual concerns, and the Board's actions reflect the best of its membership.*

- The selected school model informs school leadership. Founding Members develop an understanding of their role throughout the application process and start-up phase: including operational functions, and the definition of best practice in leadership and management.
- Developing a charter school application requires a varied and significant skill-set – and the time commitment can prove daunting. Board members must work smarter, and

organize to ensure a successful plan – members will “practice” on real charter tasks to develop their best structure. A Board operations model will be utilized for all activities.

- Legal requirements, and enabling legislation will be reviewed to ensure federal, state and local expectations are understood over time. Assignments based on organizational principles – including recommendations for implementation, will be proposed.

### **Session 3: Charter School Accountability: More Than Follow The Money**

*Unlike many non-profit Boards, a charter school Board will be licensed to operate for a specific amount of time, and closed if promised performance is not realized – usually a five-year timeline. This means the Board must be conversant in school finance and academic achievement – and determine how to assess both areas.*

- The school mission determines the model. The model determines the academic program. The academic program determines the budget.
- The school leader is the point person for student achievement, and is responsible to inform and work with the Board to develop a comprehensive process for measuring performance based on the school model and academic program.
- The Board of Trustees must organize to ensure oversight of the school’s performance. Information on testing measures and alternative methods of assessing achievement over time will be discussed.
- Expertise at the Board level will complement the professional presentations by school leadership, and ensure a broad number of members are conversant in this area. The Board must develop its preferred method of reporting and oversight – ensuring a comprehensive, yet clear reflection of progress on a regularly scheduled basis. The members will work with the school leader to begin the development of their preferred process and tools.



## Delaware Science Coalition Memorandum of Agreement

The Early College High School at Delaware State University agrees to abide by  
(LEA Name)

the Delaware Science Coalition's bylaws and join the Delaware Science Coalition partnership. The Delaware Science Coalition program is sustained by local district/charter school fees in combination with state allocations. Professional development; materials acquisitions; distribution, collection and refurbishment of science curricular units; and any other associated costs are supported by these funding sources. The Coalition's bylaws and fee schedule for school year 2011-2012 are attached to this Memorandum of Agreement.

**Signed:**

\_\_\_\_\_  
**Marian Wolak, Director**  
**Curriculum, Instruction & Professional Development**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Linda Rogers, Associate Secretary**  
**Teaching & Learning Branch**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Karen Field Rogers, Associate Secretary**  
**Financial Reform & Resource Management**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Lillian Lowery, Secretary**  
**Delaware Department of Education**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**LEA Official, Title**

  
\_\_\_\_\_  
**Date**

## **MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE**

### **PURPOSE OF THIS MEMO**

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Geography Alliance, Delaware Social Studies Education Project, Democracy Project and State Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MOU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MOU can be modified at any time by majority agreement of voting members of the Steering Committee.

### **MISSION**

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Assist districts in the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development and instructional delivery.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

### **GUIDING PRINCIPLES**

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay \$1500 by Sept. 30, 2011 to support Coalition actions beginning July 1, 2011 through June 30, 2012 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.
- The Coalition will seek to coordinate financial support from foundations, affiliates and others for implementation of standards-based social studies education for Delaware students.

**GOVERNANCE OF THE COALITION**

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Delaware Social Studies Education Project and the Democracy Project as well as future affiliate members.

The purpose of the Board is to:

- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2011-2012 school year.
- Establish and implement an effective communications program.
- Take a leadership role in developing and overseeing a strategic plan for K-12 social studies education in Delaware.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership – SSCD leadership shall be administered by an Executive Committee and directed by the Board. An Executive Secretary and two chairpersons shall be elected by the voting members of the Steering Committee to a two year, staggered term without remuneration and will coordinate the Coalition's activities and chair meetings. Additionally, the Executive Committee shall consist of two non-voting members from the Department of Education as well as one representative from each of the three counties who are approved by the Board.

The Board will establish sub-committees to manage specific aspects of the Coalition. These committees will be defined as the Coalition membership is firmly established. Meetings of the Coalition's Executive committee and Board will be held on a monthly basis.

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**Signatures of Agreement – 2011 - 2012**

R. Reed      12/16/11  
SSCD                      Date

Alta Thompson      11-28-11  
Superintendent – S.D./Charter      Date

## **MEMORANDUM OF UNDERSTANDING**

**THIS MEMORANDUM OF UNDERSTANDING** (this “Agreement”) is entered into this \_\_\_ day of December, 2011, by and between Early College High School at Delaware State University, Inc. (hereinafter referred to as “Charter High School”) and Delaware State University (sometimes hereinafter referred to as the “University”) are hereinafter collectively referred to as the “Founding Members.”

### **WITNESSETH**

**WHEREAS**, Delaware State University is a state assisted university established under Title 14 Delaware Code;

**WHEREAS**, Delaware State University has established Charter High School as a non-stock, membership corporation under Delaware law, whose sole member is Delaware State University;

**WHEREAS**, Charter High School’s corporate purpose is to own and operate an early college high school model public charter school under Title 14 Delaware Code Chapter 5 (“Delaware Charter Law”) which will be located adjacent to the Delaware State University campus and which will have a curriculum focused on science, technology, engineering and math (STEM);

**WHEREAS**, Charter High School and Delaware State University desire to enter into a relationship with one another in order to operate an early college high school program;

**WHEREAS**, the purpose of the early college high school program is to be a dynamic high school where students will be engaged, motivated and supported by the personalized learning environment that is created in an early college model preparing students with the necessary 21<sup>st</sup> century skills they will need as leaders in their future work in STEM careers;

**WHEREAS**, Charter High School’s recruiting will focus on traditionally underrepresented students and will provide a rigorous academic environment and a seamless transition from high school to college;

**WHEREAS**, Charter High School and Delaware State University have each agreed to provide certain services and to incur certain expenses in order to operate this program, as described in this Agreement; and

**WHEREAS**, the parties desire to enter into this Agreement in order to define the relationship between the parties and their rights and duties with respect to the operation of the early college high school.

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants and agreements contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby mutually acknowledged, intending to be legally bound, the parties hereby agree as follows:

### **ARTICLE I – EDUCATIONAL PROGRAM**

Through blending high school and college in a challenging, yet supportive program, Charter High School will not only award high school diplomas but will also compress the time that it takes a student to complete the first two years of college as part of a coherent and sequenced course of study including purely high school courses, courses taken for both high school and college credit, and courses taken for purely college credit. Charter High School will combine the early college model with a focused approach that immerses students in an integrated Science, Technology, Engineering and Mathematics (STEM) learning experience.

## **ARTICLE II – OPERATIONS**

**SECTION 2.1: BYLAWS.** The parties acknowledge that Charter High School has adopted the Bylaws attached hereto and incorporated herein as Exhibit A.

**SECTION 2.2 : EFFECT OF BYLAWS.** As a result of the adoption of the Bylaws, the affairs of the early college program shall be managed by or under the direction of a Board of Directors of Charter High School on the terms and conditions set forth in the Bylaws.

**SECTION 2.3: CONTRIBUTIONS.** In order to operate the early college high school, the Founding Members have agreed to make the following individual contributions of funds and services:

(a) **CONTRIBUTIONS OF CHARTER HIGH SCHOOL.** Charter High School shall provide, subject to annual appropriation of funds by the State of Delaware, the following funds and services to support the mission, goals, and activities of the early college high school:

1. **Teachers and Counselors.** Charter High School shall contribute high school teachers and counselors (collectively Teachers) to teach purely high school courses and provide guidance counseling. The number of teachers to be supplied by Charter High School will be reasonably determined by Charter High School based on the number of students from Charter High School participating in the purely high school courses and related credits. Such teachers must have current, valid certifications and licenses for their disciplines. Further, if any Charter High School teachers are asked to teach either college-level courses, such teachers will have a Master's degree. Such teachers shall be employees of Charter High School and Charter High School shall be solely responsible for paying their salaries and benefits. Accordingly, the Founding Members acknowledge and agree that during such time as these teachers are providing services for the early college program, their direct supervisor shall be the Principal of Charter High School and the teachers will be employed by the State of Delaware in accordance with the Delaware Charter Law. Furthermore, authority for hiring, managing, and dismissing the teachers and counselors rests with the Principal of Charter High School who reports to the Early College High School Board of Directors. Teachers in the early college program will accept and agree to be bound by the policies and procedures of Charter High School.

2. **Transportation.** Charter High School shall provide transportation for its students to and from their respective homes and the Charter High School campus in accordance with the Delaware Charter Law and at no cost to Delaware State University. Charter High School shall maintain sufficient insurance to protect against personal injury or property damage related to such transportation. Delaware State University will permit the buses for Charter High School to come onto the campus to deliver high school students to the Charter High School campus on any roads that are routinely used for traffic.

3. **Other Contributions.**

a. Charter High School will provide textbooks for its students for all high school courses.

b. If Charter High School does not have its own meal service facilities, Delaware State University will make a lunch program available for Charter High School's students. To the extent any of those students qualify for a free or reduced lunch, Delaware State University will provide those students with a free or reduced lunch and Charter High School will pay to Delaware State University the amount Charter High School receives from the federal government for those free or reduced lunches.

c. Charter High School is required under the Children's Internet Protection Act to provide certain filters to any internet access that is provided to students. Charter High School will arrange for a T-1 line from Delaware State University to a point of presence on their computer networks.

d. In the event Charter High School provides computers to its students, Delaware State University will cooperate with Charter High School to provide protected access to the University's network so that students may fully participate in course resources and assignments.

(b) CONTRIBUTIONS OF UNIVERSITY. Delaware State University shall provide the following funds and services to support the mission, goals and activities of Charter High School:

1. Office and Classroom Space. It is contemplated that Charter High School will have its own buildings with classrooms and offices at a location adjacent to the University's campus. However, if this does not occur, or in the interim while the Charter High School campus is being developed, Delaware State University shall provide Office and Classroom Space to Charter High School, at a rent to be negotiated, in alignment with the early college school design. Office and Classroom Space shall mean the areas of Delaware State University property designated by Delaware State University, in its sole discretion, as Office and Classroom Space for Charter High School. Office and Classroom Space made available for use by Delaware State University will be reviewed periodically and may be adjusted from time to time by Delaware State University. Delaware State University shall be responsible for operating, managing, equipping, lighting, heating, repairing and maintaining the Office and Classroom Space in such manner as Delaware State University, in its sole discretion, periodically shall determine, and Charter High School shall pay such costs and expenses associated with such operating, managing, equipping, lighting, heating, repairing and maintaining (i.e., trash removal, light bulb replacement, and janitorial services) of the Office and Classroom Space as shall be negotiated by the parties.

2. Access to Common Areas. So long as the Charter High School is located on or adjacent to the University campus, Delaware State University shall provide access to DSU Common Areas. DSU Common Areas shall mean the areas of Delaware State University property periodically designated by Delaware State University, in its sole discretion, as Common Areas, and include, but are not limited to, the following areas: designated parking areas; driveways; service courts; access and egress roads; sidewalks; opened and enclosed courts; landscaped and planted area; emergency corridors; meeting areas; public restrooms; general circulation space; the telecommunication, data and audio-visual wiring of the networks at Delaware State University; a telephone at each office station; and access to the voice-mail, internet and campus-wide data network services at Delaware State University in the same manner as provided to Delaware State University employees (with regard to Charter High School office staff) and Delaware State University students (with regard to Charter High School students). Delaware State University shall be responsible for operating, managing, equipping, lighting, heating, repairing and maintaining Common Areas in such manner as Delaware State University, in its sole discretion, periodically shall determine, and Charter High School shall pay such costs and expenses associated with such operating, managing, equipping, lighting, heating, repairing, and maintaining the Common Areas as the parties shall negotiate.

3. University Student Services. Students at Charter High School may need access to university student services. The access to these facilities (e.g. Health Center, fitness center, extra-curriculars and intramurals) will be negotiated by Charter High School and Delaware State University.

4. Postage. Delaware State University shall be responsible for providing access to shipping and receiving services in the same manner as provided to Delaware State University departments. The actual cost of postage, freight and special carrier services will be paid out of Charter High School budget.

5. Telephone Services. Delaware State University shall be responsible for providing telephone services in the same manner as provided to Delaware State University departments. Delaware State University will provide periodic summaries reflecting the costs incurred for telephone service lines and extensions assigned to Charter High School. These costs will be paid out of Charter High School budget.

6. Security. Security for the Office and Classroom Space designated for Charter High School's use will be provided by Delaware State University in the same manner as provided to the Common Areas of Delaware State University's campus at such cost to Charter High School as shall be negotiated by the parties.

7. Courses. Delaware State University shall permit the early college students from Charter High School to register for and participate in all Delaware State University General Education courses and STEM related courses for which they are qualified without any additional fees, charges or tuition charged to Charter High School, the students or their parents.

(c) Other than as specifically provided herein, Charter High School shall bear all operating and capital expenses of the early college high school. Delaware State University may, in its absolute discretion, make additional contributions to these operating and/or capital expenses. If Delaware State University approves a budget of Charter High School calling for contributions by Delaware State University, then Delaware State University agrees to make those contributions.

(d) Throughout the term of this Agreement, Charter High School shall maintain such insurance as is approved by Delaware State University. If commercially available and practical, each Founding Member shall obtain an insurance rider/amendment on their respective liability insurance policies, which policies shall name the other Founding Member as an additional insured.

#### **SECTION 2.4: OTHER OBLIGATIONS.**

(a) The parties agree to take reasonable efforts to obtain state, local and federal funding for the first two (2) biennia (the years of 2013-2014 and 2014-2015) during the Ramp up Period for Charter High School and thereafter. In particular, the Founding Members agree that they will work together to obtain the funding necessary for the capital facilities of Charter High School.

#### **SECTION 2.5: PROGRAM OPERATIONS.**

(a) Calendar. The Board of Directors of Charter High School will establish a schedule and a calendar for Charter High School that will mirror the Delaware State University schedule and calendar as close as practicable. The schedule of Charter High School will be developed in a manner that will allow students to participate in after school activities (including athletics), if offered at Charter High School. It is understood that students may need to take college level classes offered by Delaware State University pursuant to Delaware State University's schedule.

(b) Principal. The principal of Charter High School shall be certificated by the State of Delaware as a principal.

(c) Field Trips. The Charter High School administration may schedule field trips as part of the early college high school. The costs of such field trips shall be borne by the school.

(d) Student Discipline. The Board of Directors of Charter High School shall adopt a student Code of Conduct which shall be contained in a Student Handbook. Student discipline will be handled by the Principal of the Charter High School under the direction of its Board of Directors.

(e) Withdrawal of Students. Student withdrawals shall be under the exclusive province of the Charter High School and the Delaware Charter Law.

### **ARTICLE III – REPRESENTATIONS AND WARRANTIES OF THE FOUNDING MEMBERS.**

As an inducement to the parties to enter into this Agreement and to collaborate with one another in the operation of the early college high school program, each of the Founding Members hereby represents and warrants to the other Founding Members as follows:

**SECTION 3.1: BINDING OBLIGATION.** Such Founding Member has the full legal right and power and all authority and approval required by law to execute; deliver and perform this Agreement and the other documents and obligations contemplated hereby. The Founding Member has duly executed and delivered this Agreement and this Agreement is the legal, valid and binding obligation of such Founding Member enforceable in accordance with its terms. As of the date of this Agreement, none of the execution and delivery of this Agreement, the consummation of the transactions contemplated hereby, or the performance of this Agreement in compliance with its terms and conditions by such Founding Member will (a) conflict with or result in any violation of any trust agreement, judgment, decree, or order applicable to such Founding Member, or any breach of any agreement to which such Founding Member is a party or by which it is bound, or constitute a default thereunder, or result in the creation of any claim of any kind or nature on, or with respect to, such Founding Member, or (b) result in any violation of , or be in conflict with, or constitute a default under, any agreement, instrument, judgment, decree or order applicable to the Founding Member. The joinder of no person or entity, other than such Founding Member, will be necessary to consummate the transactions contemplated hereby.

**SECTION 3.2: POWER AND AUTHORITY.** The execution, delivery and performance of this Agreement and the documents contemplated hereby and the consummation of the transactions contemplated hereby and thereby have been duly authorized and approved by such Founding Members.

### **ARTICLE IV PROPERTY IMPROVEMENTS AND ALTERATIONS: ASSUMPTION OF RISK**

#### **SECTION 4.1: IMPROVEMENTS TO UNIVERSITY PROPERTY**

Neither Charter High School nor any agents thereof shall make any leasehold or building improvements or additions to Delaware State University property without first obtaining Delaware State University's prior written approval for such improvements. All leasehold or building improvements or additions, such as network cabling or fixtures affixed to the premises, attach to the freehold and become and remain the property of Delaware State University.

### **ARTICLE V DAMAGE TO UNIVERSITY PROPERTY.**

If the Office and Classroom Space assigned to the early college high school is damaged (without the fault or neglect of Charter High School, or their agents, employees, invitees, or guests) such that it is wholly unfit for the high school's occupancy or use and Delaware State University does not either provide alternative Office and Classroom Space or enter into a contract to restore the space substantially to its conditions immediately prior to said injury within sixty (60) days , then the Charter High School shall surrender possession of the Office and Classroom Space to Delaware State University and Delaware State University will, at its cost, locate a temporary or permanent alternative location to operate the early college high school.

### **ARTICLE VI RELATIONSHIP OF PARTIES**

The Founding Members acknowledge and agree that they are not, and nothing in this Agreement shall be construed to create a relationship of employer/employee. The high school is a program of Charter High School. Charter High School is a separate legal entity.

#### **ARTICLE VII COMPLIANCE WITH LAW AND POLICIES**

The Founding Members and the early college high school shall comply with all applicable federal, state and local rules, regulations and laws, and Delaware State University policies insofar as they may be applicable to the operations of the school, as such may be amended from time to time. The Founding Members agree to not illegally discriminate in any manner on the basis of sex, race, creed, age, color, national origin, religious belief, disability or status as a disabled veteran and comply with all non-discrimination laws and policies which Delaware State University promulgates and to which Delaware State University is bound.

#### **ARTICLE VIII OFFICE AND CLASSROOM SPACE**

Charter High School and the early college high school program will use the Office and Classroom Space and facilities provided for the purposes set forth in this Agreement and no other purposes. Charter High School will accept the premises and facilities "AS IS" in their current condition. Charter High School will not permit any liens or encumbrances upon the property of University. The University will be permitted access to the Office and Classroom Space and other facilities at all times by authorized Delaware State University officers and employees. Charter High School will erect and permit only such signage, banners and posters as are authorized in advance by Delaware State University. Charter High School teachers shall have keys to the facilities in order to obtain access to classrooms and office space. Upon ceasing occupancy, Charter High School shall promptly return all keys, codes, access information, and personal property to Delaware State University. Charter High School shall have unlimited access to the Office and Classroom Space during school hours and reasonable access to the Office and Classroom Space during non-school hours.

#### **ARTICLE IX TERM AND TERMINATION**

**SECTION 9.1: TERM.** This Agreement shall commence on the date first appearing herein and shall remain in effect unless terminated in accordance with Section 9.2 hereof; provided, however, that any Founding Member shall have the right to withdraw from this Agreement and terminate its involvement in the ECHS upon compliance with the provisions of Section 2.6 of this Agreement.

**SECTION 9.2: TERMINATION.** This Agreement may be terminated and the transactions contemplated hereby may be abandoned upon:

- (a) The mutual written consent of the Founding Members, duly authorized by the Board of Trustees of Delaware State University and the Charter High School Board of Directors; or
- (b) By either Founding Member if another Founding Member breaches any of its representations, warranties, or covenants set forth herein in any material respect, and such Founding Member has not cured that breach within sixty (60) days after receiving written notice from the other Founding Member.

The Founding Members agree to make reasonable and good faith efforts to prevent the termination of this Agreement at any time other than at the end of a school year.

#### **ARTICLE X MISCELLANEOUS**

### **SECTION 10.1: NOTICES**

All notices, requests, consents and other communications hereunder shall be in writing, shall be addressed to the receiving party's address set forth below or to such other address as a party may designate by notice hereunder, and shall be either (i) delivered by hand, (ii) made by facsimile or other electronic transmission, (iii) sent by recognized overnight courier, or (iv) sent by registered or certified mail, return receipt requested, postage prepaid:

If to Charter High School:

Principal

Early College High School at Delaware State University

c/o Delaware State University

Administration Building

1200 N. DuPont Highway

Dover, DE 19901

If to Delaware State University:

President

Delaware State University

Administration Building

1200 N. DuPont Highway

Dover, DE 19901

All notices, requests, consents, and other communications hereunder shall be deemed to have been received (i) if by hand, at the time of delivery thereof to the receiving party at the address of such party set forth above, (ii) if made by facsimile or other electronic transmission, at the time that the receipt thereof has been acknowledged by electronic confirmation or otherwise, (iii) if sent by overnight courier, on the next business day following the day such notice is delivered to the courier service, or (iv) if sent by registered or certified mail, on the 5<sup>th</sup> business day following the day such mailing is made.

**SECTION 10.2: ENTIRE AGREEMENT.** This Agreement together with any Exhibits hereto (together, the "Documents") embodies the entire agreement and understanding between the parties hereto with respect to the subject matter hereof and supersedes all prior oral or written agreements and understandings relating to the subject matter hereof. No statement, representation, warranty, covenant or agreement of any kind not expressly set forth in the Documents shall affect, or be used to interpret, change or restrict, the express terms and provisions of this Agreement.

**SECTION 10.3: WAIVERS AND CONSENTS.** No failure or delay by a party hereto in exercising any right, power or remedy under this Agreement, and no course of dealing between the parties hereto, shall operate as a waiver of any such right, power or remedy of the party. No single or partial exercise of any right, power or remedy under this Agreement by a party hereto, nor any abandonment or discontinuance of steps to enforce any such right, power or remedy, shall preclude such party from any other or further exercise hereunder. The election of any remedy by a party hereto shall not constitute a waiver of the right of such party to pursue other available remedies. No notice to or demand on a party not expressly required under this Agreement shall entitle the party receiving such notice or demand to any other or further notice or demand in similar or other circumstances or constitute a waiver of the rights of the party giving such notice or demand to any other or further action in any circumstances without such notice or demand. The terms and provisions of this Agreement may be waived, or consent for the departure therefrom granted, only by written document executed by the party entitled to the benefits of such terms or provisions. No such waiver or consent shall be deemed to be, or shall constitute a waiver or consent with respect to

any other terms or provisions of this Agreement, whether or not similar. Each such waiver or consent shall be effective only in the specific instance and for the purpose for which it was given, and shall not constitute a continuing waiver or consent.

**SECTION 10.4: ASSIGNMENT** Neither this Agreement, nor any right hereunder, may be assigned by any of the parties hereto without the prior written consent of the other parties.

**SECTION 10.5: PARTIES IN INTEREST.** This Agreement shall be binding upon and inure solely to the benefit of each party hereto and their permitted assigns, and nothing in this Agreement, express or implied, is intended to confer upon any other person, any rights or remedies of any nature whatsoever under or by reason of this Agreement. Nothing in this Agreement shall be construed to create any rights or obligations except among the parties hereto, and no person or entity shall be regarded as a third-party beneficiary of this Agreement.

**SECTION 10.7: GOVERNING LAW.** This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with and governed by the laws of the state of Delaware, without giving effect to the conflict of laws principles thereof.

**SECTION 10.8: JURISDICTION AND SERVICE OF PROCESS.** Any legal action or proceeding with respect to this Agreement may be brought in the courts of the State of Delaware. By execution and delivery of this Agreement, each of the parties hereto accepts for itself and in respect of its property, generally and unconditionally, the jurisdiction of the aforesaid courts.

**SECTION 10.9: SEVERABILITY.** In the event that any court of competent jurisdiction shall finally determine that any provision, or any portion thereof: contained in this Agreement shall be void or unenforceable in any respect, then such provision shall be deemed limited to the extent that such court determines it enforceable, and as so limited shall remain in full force and effect. In the event that such court shall determine any such provision, or portion thereof, wholly unenforceable, the remaining provisions of this Agreement shall nevertheless remain in full force and effect.

**SECTION 10.10: HEADING AND CAPTIONS.** The heading and captions of the various subdivisions of this Agreement are for convenience of reference only and shall in no way modify , or affect, or be considered in construing or interpreting the meaning or construction of any of the terms or provisions hereof.

**SECTION 10.11: ENFORCEMENT.** Each of the parties hereto acknowledges and agrees that the rights acquired by each party hereunder are unique and that irreparable damage would occur in the event that any of the provisions of this Agreement to be performed by the other party were not performed in accordance with their specific terms or were otherwise breached. Accordingly, in addition to any other remedy to which the parties hereto are entitled at law or in equity, each party hereto shall be entitled to an injunction or injunctions to prevent breaches of this Agreement by the other party and to enforce specifically the terms and provisions hereof in any Federal or state court having jurisdiction.

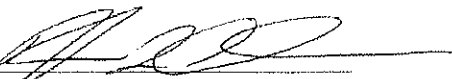
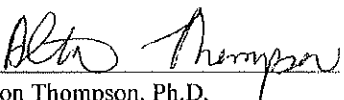
**SECTION 10.12: PUBLICITY** No party shall issue any press release or otherwise make any public statement with respect to the early college high school or the execution of, or the transactions contemplated by, this Agreement without the prior consent of the other party hereto, except as may be required by law.

**SECTION 10.13: COUNTERPARTS** This Agreement may be executed in one or more counterparts, and by different parties hereto on separate counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

**SECTION 10.14: SUPREMACY OF DELAWARE STATE UNIVERSITY MEMBERSHIP RIGHTS**

Notwithstanding anything to the contrary herein, nothing herein shall preclude the Delaware State University Board of Trustees from exercising its membership rights over Charter High School with appropriate regard to its fiduciary obligations to Delaware State University.

IN WITNESS WHEREOF, Charter High School and Delaware State University have executed this Agreement as of the day and year first above written.

DELAWARE STATE UNIVERSITY	EARLY COLLEGE HIGH SCHOOL AT DELAWARE STATE UNIVERSITY, INC.
By:  Harry L. Williams, Ph.D. President	By:  Alton Thompson, Ph.D. President

# In-State Transfer Matrix Project

## Transfer Credit Worksheet

### English/Journalism (Revised 03/11/2009)

DTCC Course			DSU Equivalent			UD Equivalent		
Course Code	Course Title	Credits	Course Code	Course Title	Credits	Course Code	Course Title	Credits
ENG051	Pre-Tech Writing (1)	4	01-100	Writing Skills (1)	3	ENGL011	English Essentials (1)	3
ENG121	Composition	3	01-102	English Composition II	3	ENGL110	Critical Reading & Writing	3
ENG122	Technical Writing & Communication	3	-	-	-	ENGL410	Technical Writing (2)	3
ENG124	Oral Communication	3	01-200	Speech (3)	3	COMM350	Public Speaking (3)	3
ENG126	Pre-Industrial Literature	3	01-306	American Literature I	3	ENGL340	American Literature to the Civil War	3
ENG127	Post-Industrial Literature	3	01-307	American Literature II	3	ENGL341	American Literature: Civil War to World War II	3
ENG128	Black American Literature	3	01-205	African-American Literature I	3	ENGL344	African-American Literature I	3
ENG160	Business Communication	3	41-201	Business Communication	3	ENGL312	Written Communication in Business	3
-	-	-	01-105	Basic Study of Literature	3	ENGL200	Approaches to Literature	3

-	-	-	01-402	Contemporary Literature	3	ENGL356	Studies in Modern/Contemporary Literature	3
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(1) Does not count as credit towards a degree.

(2) ENGL410 will substitute for ENGL312 in the Hotel, Restaurant & Institutional Management major.

(3) Transfer from UD to DSU only, not from DSU to UD.

# In-State Transfer Matrix Project

## Transfer Credit Worksheet

### Mathematics

**Last Update: 12/2010**

DTCC Course			DSU Equivalent			UD Equivalent		
Course Code	Course Title	Credits	Course Code	Course Title	Credits	Course Code	Course Title	Credits
MAT120	Math for the Behavioral Sciences	3	25-102	Survey of Mathematics II	3	-	-	-
MAT181	Algebra and Trigonometry I	4	25-121	College Algebra	3	MATH115	Pre-calculus	3
And MAT182	Algebra and Trigonometry II	4	Or					
			25-110	Algebra A	2			
			And					
			25-111	Algebra B	2			
			And					
			25-122	Trigonometry	2			
MAT185	Precalculus	4	25-131	Pre-Calculus	4	MATH117	Pre-calculus for Scientists & Engineers	4

MAT153	College Mathematics & Statistics	4	-	-	-	MATH114	College Mathematics & Statistics	3
MAT201	Mathematics for Teachers I	4	25-105	Mathematics for Teachers I	3	MATH251	Mathematics for K-8 Teachers: Numbers and Operations	3
MAT202	Mathematics for Teachers II (1)	4	25-106	Mathematics for Teachers II	3	MATH253	Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	3
MAT203	Mathematics for Teachers III	4	25-205	Mathematics for Teachers III	3	MATH 166T	Transfer Elective	3/4
MAT271	Probability and Statistics	4	25-241	Elementary Statistics	3	MATHT201	Introduction to Statistical Methods I	3
And MAT272	Technical Statistics	3						
MAT255	Business Statistics I	3	25-241	Elementary Statistics	3	MATH201	Introduction to Statistical Methods I	3
MAT251	Finite Math	3	25-125	Finite Mathematics	3	MATH230	Finite Mathematics with Applications	3
MAT281	Calculus I	4	25-251	Calculus I	4	MATH241	Analytic Geometry & Calculus A	4
MAT282	Calculus II	4	25-252	Calculus II	4	MATH242	Analytic Geometry & Calculus B	4
MAT283	Calculus III	4	25-253	Calculus III	4	MATH243	Analytic Geometry & Calculus C	4
MAT291	Ordinary Differential Equations	4	25-351	Ordinary Differential Equations	3	MATH302	Ordinary Differential Equations	3

MAT253	Discrete Math	4	25-213	Discrete Mathematics I	3	-	-	-
MAT263	Principles of Discrete Math	4	25-213	Discrete Mathematics I	3	MATH210	Discrete Mathematics I	3
MAT256	Business Statistics II	3	-	-	-	MATH202	Introduction to Statistical Methods II	3
MAT261	Business Calculus I	4	25-225	Calculus for Business & Social Science I	3	MATH221	Calculus I	3
MAT210	Problem Solving Strategies	1	-	-	-	MATH279	Problem Solving Strategies I	1
MAT288	Linear Algebra	4	25-313	Linear Algebra	3	MATH349	Elementary Linear Algebra	3
MAT262	Business Calculus II	4	25-226	Calculus for Business & Social Science II	3	MATH222	Calculus II	3

# In-State Transfer Matrix Project

## Transfer Credit Worksheet

### Biology/Biotechnology

(Last Update: 12/03/2008)

DTCC Course			DSU Equivalent			UD Equivalent		
Course Code	Course Title	Credits	Course Code	Course Title	Credits	Course Code	Course Title	Credits
BIO140	General Biology	4	23-100	Intro to Biology	3	BISC104	Principles of Biology with Lab	4
-	-	-	23-107	Human Heredity	4	BISC105	Human Heredity & Development	3
BIO110	Essentials of Anatomy & Physiology	4	-	-	-	BISC106	Elementary Human Physiology	3
-	-	-	23-105	Basic Ecology	4	BISC107	Elementary Evolutionary Ecology	3
						And		
						BISC117	Elementary Evolutionary Ecology Lab	1
BIO125	Introductory Microbiology (1)	4	-	-	-	BISC171	Microbiology in Modern Society	3
BIO150	Biology I	4	23-101	General Biology	4	BISC207	Introductory Biology I	4

BIO151	Biology II	4	23-102	General Biology	4	BISC208	Introductory Biology II	4
-	-	-	23-205	Ecology	4	BISC302	General Ecology	3
-	-	-	23-210	Genetics	4	BISC403	Genetic & Evolutionary Biology	3
-	-	-	23-215	Cell Biology	4	BISC305	Cell Biology	3
BIO250	Principles of Microbiology	4	23-221	Microbiology	4	BISC300	Intro to Microbiology	4
-	-	-	23-305	Developmental Biology	4	BISC405	Vertebrate Embryology	4
BIO120	Anatomy & Physiology I	5	23-207	Anatomy & Physiology	4	NURS101	Basic Human Anatomy	2
And			And			And		
BIO121	Anatomy & Physiology II	5	23-208	Anatomy & Physiology	4	BISC276	Human Physiology	4
-	-	-	23-352	Histology	4	BISC408	Mammalian Histology	4
-	-	-	23-302	Comparative Vertebrate Anatomy	4	BISC442	Vertebrate Morphology	4
-	-	-	30-314	Ichthyology	3	BISC630	Ichthyology	4
-	-	-	30-312	Ornithology	3	ENTO418	Avian Biology	3
-	-	-	23-206	Plant Physiology	3	PLSC410	Intro to Plant Physiology	3
BIO260	Biotechnology I	4	21-100	Intro to Biotechnology	1	BISC280	Fundamentals of Biotechnology	1
			21-301	Biotechnology Lab I	4	BISC411	Molecular Biology	2
-	-	-	23-307	Principles of Physiology	4	BISC306	General Physiology	3
						BISC 366	Special Problem	1

-	-	-	23-310	Molecular Biology	4	BISC401	Molecular Biology of the Cell	3
						BISC 366	Special Problem	1

HISTORY								
Delaware Technical & Community College			Delaware State University			University of Delaware		
Number	Title	Cr.	Number	Title	Cr.	Number	Title	Cr.
HIS111	American History: Pre-Civil War	3				HIST205	U.S. History to 1865	3
HIS112	American History: Post-Civil War	3				HIST206	U.S. History since 1865	3
HIS223	History of Technology	3				HIST266	Special Problems	var
All 200-, 300-, and 400- level courses not listed above are transferrable as History Special Problems								

## Background

(Excerpts from <http://www.desu.edu/history>)

Delaware State University was established May 15, 1891 by the Delaware General Assembly under the provisions of the Morrill Act of 1890. Originally named The State College for Colored Students, DSU was one of the land-grant colleges for Blacks that came into existence in states maintaining separate educational facilities. In the more than 120 years since its founding, the University has grown in stature as a center for teaching, research, and public service. The University is among the premier Historically Black Colleges and Universities (HBCU) in the country, while serving a diverse student population. Today DSU studies are organized into five colleges that contain a total of 21 academic departments, offering 52 bachelor degrees, 25 master degrees and five doctoral degrees.

K-12 schools are not new to the DSU campus. The campus houses an outstanding early childhood learning facility on the grounds today. In the 1916-1917 school year, a model school was established on the DSU campus to serve young people of color, all of who were excluded from Kent County's education system, and a high school diploma was granted on completion of a four-year course of study. Over time, the program evolved into a High School Division at The University. At the end of the 1951-52 school year, as Kent County public schools opened to students of color, the DSU High School Division was discontinued. *As the first Early College High School in Delaware, the Early College High School at Delaware State University continues the tradition of innovation and excellence on the campus of Delaware State University.*

## OUR VISION

**Graduates of the Early College High School at Delaware State University will display the drive and academic focus to earn 60 hours of college credit and a high school diploma during their four-year high school career. College credit will lay the foundation for degrees and careers in the STEM disciplines.**

The school will provide the supports needed to successfully engage any student who has a passion for inquiry-based learning and an interest in science, technology, engineering and mathematics.

A planned, purposeful four-year program of study will allow students to seamlessly integrate a high school diploma with 60 hours of college credit toward degrees or careers in food and agricultural sciences, the natural sciences and technology, or health sciences.

**Innovation, curiosity and intellectual risk-taking are at the heart of the DSU STEM/ECHS.**

Working in multi-disciplinary, collaborative teams, students will approach learning with the inquiring, creative mind of a scientist and innovator.

Educators and students will partner with university, business and community organizations to design curricula, inquiry-based learning experiences and performance assessments that engage students in real world learning.

### Portrait of a Graduate

Graduates of the Early College High School at Delaware State University are driven by a passion to make their world a better place. They have an in-depth knowledge of and understanding of **Science, Technology, Engineering and Mathematics**. They understand the social, economic, political, and historical context within which leadership emerges and the potential of the STEM disciplines to impact lives and advance our society. Most importantly, graduates of this Early College High School exhibit the leadership qualities and skills to advance the public good in a diverse and globally interdependent world.

Our graduates exemplify the virtues of:

- Scholarship
- Integrity
- Courage
- Civility
- Humility
- Respect for self and others

Eager, lifelong learners, our graduates are:

- Confident, imaginative problem-solvers
- Resilient
- Persistent
- Prolific idea-generators
- Powerful advocates for themselves and their ideas

**In the tradition of Early College High Schools across this nation, graduates of the Early College High School at Delaware State University will display the drive and academic focus to earn 60 hours of college credit *and* a high school diploma during their four-year high school career. College credit will lay the foundation for degrees and careers in the areas of:**

Agriculture and Human Ecology	Mathematics, Natural Sciences and Technology	Health and Sports Sciences
<ul style="list-style-type: none"><li>• Animal and Poultry Science</li><li>• Pre-veterinary medicine</li><li>• Plant Science</li><li>• Fisheries and Wildlife</li><li>• Environmental Science</li><li>• Agribusiness</li><li>• Food Science</li><li>• Nutrition</li></ul>	<ul style="list-style-type: none"><li>• Engineering</li><li>• Physics</li><li>• Chemistry</li><li>• Computer Science</li><li>• Biology</li><li>• Mathematics</li></ul>	<ul style="list-style-type: none"><li>• Nursing</li><li>• Health Promotions</li><li>• Movement Science</li></ul>

### **Never Doubt They Will Change Their Worlds**

Through action research, scientific inquiry, Socratic seminars, readings, media, partnerships, internships, mentorships and field trips our students will be immersed in the stories of the world's great STEM change agents and discoveries. Through service, they will bring those lessons home. They will emerge inspired, engaged, and empowered.

**In short, graduates of the Early College High School at Delaware State University will change their worlds.**

### **Habits of Mind**

Students of the Early College High School at Delaware State University will approach new learning challenges with the following mindsets, outlooks, intellectual processes:

- Open-minded, flexible thinking
- Listening with curiosity; seeking understanding
- Persistence in the face of challenges
- A focus on the long and broad view
- Seeking, listening to, and valuing diverse perspectives and approaches
- Intellectual risk-taking
- Seeking to understand how one thing connects to and intersects with another
- Artistic sensibility
- Considering the ethical implications of questions, problems, and novel situations
- Exhibiting a healthy skepticism
- Analyzing the critical assumptions behind any line of reasoning
- Applying past knowledge to new situations
- Humility; the ability to express joy at the success of others

### **21<sup>st</sup> Century Skills**

In order to survive and thrive in a complex, connected world, our students will:

- Possessing a deep, rich knowledge of core content areas and the ability to see connections among the disciplines
- Self-motivation and self-direction
- Exercising thoughtful social and cross-cultural skills
- Evaluating text and images for purpose and understanding
- Accessing, analyzing, evaluating, synthesizing and applying information
- Communicating (orally, in writing, digitally, and non-verbally) with clarity and precision in ways that are appropriate to the venue, audience and media
- Using creativity and innovation to solve problems
- Working effectively with others; being a contributing team member
- Employing effective time management and organizational skills
- Exhibiting strong ICT literacy (information, communications and technology)

### **Approach to Learning**

A problem-based approach to teaching and learning is central to the Early College High School at Delaware State University. High school teachers and university faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the food and agricultural sciences, the natural sciences and technology, and health sciences. Students will study and create models of complex systems, engage in analysis, prediction, debate and description of interactions among individuals, societies, and their environments.

### **Partnerships**

Local partnerships will form a living learning laboratory for students from the Early College High School at Delaware State University. Educators and students will partner with university, business and community organizations to:

- Design teaching and learning experiences
- Make global connections
- Contribute evidence-based analysis and explanations to conversations about economic, education, environmental, or other important civic issues
- Provide mentoring to younger members of the community
- Value and respect the wisdom of elders of the community



The Early College High School at Delaware State University  
On the Campus of Delaware State University

Total High School Credit

34.5

Total College Credits

61-67

Key to Courses and Credits: ■ College Credit

■ High School Credit

■ Dual Credit

YEAR 1

YEAR-LONG FOCUS OF THE LEARNING

Over-Arching Big Idea  
The Self as Innovator

Over-Arching Enduring Understandings

- Individual passion and engagement are at the heart of creativity.
- Creativity and design thinking are at the heart of innovation.
- Innovation is an action.

Over-Arching Essential Questions

- What is creativity?
- What is innovation?
- What does it mean to be an innovator?

Service Learning

Teacher and DSU-recommended activity that improves some aspect of the community.

Required Summer Bridge Experience

xx -191 University Seminar I\*  
INFO 101 – Applying Computers

SCHOOL YEAR COURSEWORK (with extended day)

College Connections	Design Thinking 1/Check and Connect (Integrates Advisory, arts and technology)
Science	SEM 1: Earth Science SEM 2: Biology
Mathematics	SEM 1: Algebra 1 or Geometry SEM 2: Geometry or Algebra 2
English Language Arts	SEM 1: Self- Discovery and the American Experience
Social Studies	SEM 2: Geography and Civics
Fitness and Wellness	Physical Education
Elective	SEM 2: CSCI-107 Survey of Computing

Key Assessments

Summer Bridge	Accuplacer College and Work Readiness Assessment
Sept/Jan/ May	DCAS Reading and Math MAP
Sept/May	Writing Prompt Accuplacer
May	Biology EOC

One Book, One Campus Reading

The 7 Habits of Highly Effective Teens, Covey

Year One Credits

High School	8
College	4-7

YEAR 3

YEAR-LONG FOCUS OF THE LEARNING

Over-Arching Big Idea  
Innovation and Research

Over-Arching Enduring Understanding

- Innovation is a problem-solving process that requires specific tools, procedures and techniques.
- STEM expertise is a pre-requisite to systematic creativity which leads to innovations.
- Innovation requires persistence and entrepreneurial risk-taking.

Over-Arching Essential Questions

- What are the tools, processes and techniques most critical for innovation?
- What is the role of persistence in innovation?
- What is the role of risk in innovation?

Job Shadowing

Students engage in one 8-hour job shadowing experience per semester in their chosen pathway

Action Research

Teams of students work on a real world design problem through collaborative research, analysis, documentation and prototyping in collaboration with a college or industry partner in their chosen pathway.

Key Assessments

Fall	ACT/SAT
Jan.	US History EOC
Spring	ACT/SAT

Year Three Credits

High School	2
Dual Credit (HS/College)	4/13-15
Agribusiness Pathway	9
Forensic Biology Pathway	9
Community Health Pathway	9

One Book, One Campus Reading

Lies My Teacher Told Me, Loewen

Students will be encouraged to consider an alternative teaching certificate in vital STEM areas, in alignment with other DSU program emphases.

ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 2 Advanced/Check and Connect (Integrates Advisory, arts, technology and preparation for Senior Capstone Experience)
English Language Arts	ENGL 101 English Composition 1
Social Studies	United States History SCCJ 101 Introduction to Sociology
Mathematics	MTSC 122 Trigonometry
World Language	SPAN 101 Spanish I or CHIN 101 Chinese I

REQUIRED COURSEWORK IN CHOSEN STEM CONCENTRATION (The dual enrollment courses below constitute the three-credit pathway requirement.)		
Agribusiness Pathway	Forensic Biology Pathway	Community Health Pathway
AGRI 102 Agriculture and Natural Resources Sciences	BIOL 194 Introduction to Biological Professions	CMHE 108 Personal and Community Health
AGRI 206 Intro to Animal Science	BIOL 225 Survey of Forensic Science	CMHE 232 Principles of Health Education
MTSC 121 College Algebra	BIOL 101 General Biology I and Lab I (Required – SEM 1)	BIOL 207 Anatomy and Physiology I
BIOL 101 General Biology I and Lab I	BIOL 102 General Biology II and Lab II (Required – SEM 2)	MTSC 121 College Algebra

YEAR 2

YEAR-LONG FOCUS OF THE LEARNING

Over-Arching Big Idea  
Global Connections Past and present

Over-Arching Enduring Understanding

- People create societies (systems) based on common ideas, beliefs, traditions and technologies
- As societies (systems) interact with each other, they change
- As societies (systems) evolve over time, they change

Over-Arching Essential Questions

- How do we understand/analyze the development of distinct cultures? How do we use evidence to study change/the past?
- How have ancient cultures influenced modern ones?
- How do cultures change when they are exposed to new perspectives and environments?

Service Learning

Student-identified group project that improves some aspect of the community

Required Summer Bridge Experience

xx-192 University Seminar II  
PHIL 101 Critical Thinking

SCHOOL YEAR COURSEWORK (with extended day)

College Connections	Global Leadership and Public Policy 1/Check and Connect (Diversity Leadership, 21 <sup>st</sup> Cen. Media)
Science	Chemistry/Physics
Mathematics (two of three)	Algebra 2 Pre-Calculus/Elementary Statistics MTSC 122 Trigonometry
English Language Arts	Culture & Connections in a Global Society Contemporary Issues and the Human Condition
Social Studies	Economics
Elective	MUSC 100 African American Music OR MUSC 101 Introduction to Music OR ART 101 Intro to Art OR ART 103 Introduction to Drawing
Fitness and Wellness	Health

Key Assessments

Summer	Accuplacer
Sept/Jan May	DCAS Reading, Math, Science MAP
Sept/ May	Accuplacer Writing Prompt
Jan or May	English II EOC Algebra 2 EOC

One Book, One Campus Reading

The Immortal Life of Henrietta Lacks, by Rebecca Skloot

Year Two Credits

High School	6.5
Dual Credit (HS/College)	2/3-6
College	4

YEAR 4

YEAR-LONG FOCUS OF THE LEARNING

Over-Arching Big Idea  
Innovation for the Future (Verification Stage\*)

Over-Arching Enduring Understanding

- Innovation is a force that moves civilization.
- Every person has the capacity to innovate.

Over-Arching Essential Questions

- What drives innovation?
- What are the ethical dimensions of innovation?
- What kind of innovator am I?

Capstone Exhibition

Presentation of an innovation created by the student using the design thinking process over the course of Year 4. Capstone demonstrates mastery of student learning outcomes, including creative, innovative and design thinking. Integrated with Design Thinking and Advisory coursework.

Key Assessments

Fall	ACT/SAT
Spring	ACT/SAT
Spring	College and Work Readiness Assessment

Year Four Credits

High School	1
Dual Credit (HS/College)	4/12
Agribusiness Pathway	16
Forensic Biology Pathway	16
Community Health Pathway	16

One Book, One Campus Reading

A Certain Ambiguity, Suri and Bal

Students will be encouraged to consider an alternative teaching certificate in vital STEM areas, in alignment with other DSU program emphases.

ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 3/Check and Connect (Integrates Advisory and the Capstone Seminar)
English Language Arts	ENGL 102 English Composition 2
World Languages	SPAN 102 Spanish 2 OR CHIN 102 Chinese 2 SPAN 201 Intermediate Spanish OR CHIN 201 Intermediate Chinese
Elective	Visual or Performing Arts

COURSE WORK PERSONALIZED FOR EACH STUDENT BY CHOSEN STEM CONCENTRATION (Dual enrollment courses are part of the pathway and are required.)		
Agribusiness Pathway	Forensic Biology Pathway	Community Health Pathway
AGRI 207 Intro to Animal Nutrition	BIOL 210 Genetics	CMHE 234 Public/Community Health Services
BIOL 205 Ecology	BIOL 255 Forensic/Investigative Biol. Lab	CMHE 200 Measurement and Evaluation in Health Promotion
BIOL 102 General Biology II and Lab I	CHEM 101 General and Analytical Chem I	HMEC 215 Introduction to Nutrition
CHEM 101 Gen. and Analytical Chem. I	CHEM 102 Gen. and Analytical Chem. II	BIOL 208 Anatomy and Physiology II
CHEM 102 Gen. and Analytical Chem. II	MTSC 261 Calculus for Life Sciences	MTSC 241 Elementary Statistics
ACCT 201 Accounting I	BIOL 215 Cell Biology	PSYC 201 General Psychology
ACCT 203 Act. for Decision Makers	PSYC 201 General Psychology	SCCJ 101 Introduction to Sociology
MGMT 205 Management Processes	SCCJ Introduction to Criminal Justice	ENGL 200 Speech
AGRI 208 Soil Science		

INNOVATIVE SCHOOLS  
The Center for School Innovation

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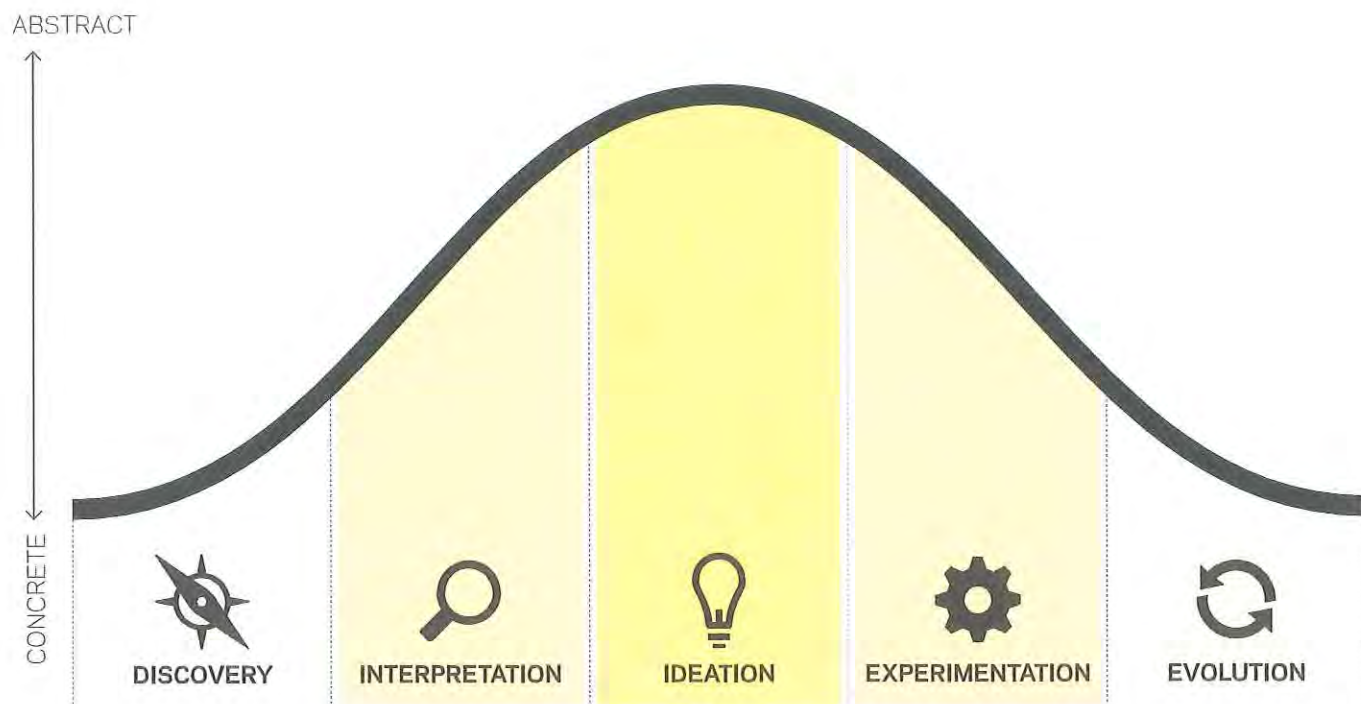
# Early College High School at Delaware State University

A Four-Year At-A-Glance Overview of Coursework and Credits

	YEAR THREE Highly Integrated In the High School Space		YEAR TWO Highly Integrated In the High School Space		YEAR THREE Moderately Individualized Bridge Year		YEAR FOUR Highly Individualized Early College Year	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester	Fall Semester	Spring Semester
Block 1	Earth Science (1 HS credit)	Biology (1 HS credit)	Chemistry/ Physics (1 HS credit)	Music or Art Elective (1 HS/3 college credits)	Chemistry/ Physics (1 high school credit)	STEM Pathway Course (1 HS/3 college credits)	STEM Pathway Course (1 HS/3 college credits)	STEM Pathway Course (1 HS/3 college credits)
Block 2	Algebra 1 or Geometry (1 HS credit)	Geometry or Algebra 2 (1 HS credit)	Algebra 2 or Pre-Cal & Statistics (1 HS credit)	Pre-Cal & Statistics (1 HS credit) Or Trigonometry (1 college credit)	Trigonometry (1 HS/3 college credits) or College Algebra or Calculus (3 college credits)	SPAN/CHIN 101 Spanish I Chinese I (1 HS/3 college credits)	SPAN/CHIN 102 Spanish II or Chinese II (1 HS/3 college credits)	SPAN/CHIN 201 Intermediate Spanish or Chinese (3 college credits)
Block 3	Geography and Civics (1 HS credit)	Physical Education (1 HS credit)	Enhanced Economics (1 HS credit)	Health (.5 HS credit)  Driver's Ed (.5 HS credit)	US History (1 high school credit)	SCCJ 103 Introduction to Sociology (3 college credits)	Music or Art Elective (1 HS/3 college credits)	STEM Pathway Course (3 college credits)
Block 4	Self-Discovery and the American Experience (1 HS credit)	CSCI 107 Survey of Computing (3 College credits)	Cultural and Connections in a Global Society (1 HS credit)	Contemporary Issues and the Human Condition (1 HS credit)	English Composition I (1 HS/3 college credits)	English Composition II (3 college credits)	STEM Pathway Course (3 college credits)	STEM Pathway Course (3 college credits)
Skinny (ext. day)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)	College Connections (1/2 HS Credit)
	Year One High School Credits: 8		Year Two High School Credits: 9		Year Three High School Credits: 7		Year Four High School Credits: 5	

# One Thing to Keep in Mind

The more abstract steps often feel more intense, but pay off in the long run.



The design process may seem very straightforward at first glance, but there is one important aspect to understand: its real value lies in the mix of tangible problem solving and abstract thinking. The very concrete observations of the first phase are abstracted as you define themes and insights. Only after you have developed a sense of meaning and direction do you develop tangible solutions. What may seem like a detour in idea development ultimately makes your solutions much more meaningful.

It requires taking a step back to reflect, analyze, evaluate, think again and then evolve. This takes time—a scarce resource—and can be challenging, as educators are used to solving problems on the spot in their classrooms. But there are no shortcuts. The small, sometimes hidden, details often hold the keys to solving complex challenges.

The design process therefore integrates various modes of working: some steps are more reflective, others are hands-on, and some encourage interactions with people outside of your team. To help you know what to expect, the following indicators will guide you through the methods in the Toolkit section:

- Reflective
- Hands-On
- Interaction

This design process can be applied in many forms. The following pages contain a variety of examples of how it has been used to create new, relevant solutions in an educational context.

# The Design Process

The design process is what puts Design Thinking into action. It's a structured approach to generating and evolving ideas. Its five phases help navigate the development from identifying a design challenge to finding and building a solution.

It's a deeply human approach that relies on your ability to be intuitive, to interpret what you observe and to develop ideas that are emotionally meaningful to those you are designing for—all skills you are well versed in as an educator.

## PHASES



### DISCOVERY



**I have a challenge.  
How do I approach it?**

Discovery builds a solid foundation for your ideas. Creating meaningful solutions for students, parents, teachers, colleagues and administrators begins with a deep understanding for their needs. Discovery means opening up to new opportunities, and getting inspired to create new ideas. With the right preparation, this can be eye-opening and will give you a good understanding of your design challenge.



### INTERPRETATION



**I learned something.  
How do I interpret it?**

Interpretation transforms your stories into meaningful insights. Observations, field visits, or just a simple conversation can be great inspiration—but finding meaning in that and turning it into actionable opportunities for design is not an easy task. It involves storytelling, as well as sorting and condensing thoughts until you've found a compelling point of view and clear direction for ideation.



### IDEATION



**I see an opportunity.  
What do I create?**

Ideation means generating lots of ideas. Brainstorming encourages you to think expansively and without constraints. It's often the wildest ideas that spark visionary thoughts. With careful preparation and a clear set of rules, a brainstorm session can yield hundreds of fresh ideas.



### EXPERIMENTATION



**I have an idea.  
How do I build it?**

Experimentation brings your ideas to life. Building prototypes means making ideas tangible, learning while building them, and sharing them with other people. Even with early and rough prototypes, you can receive a direct response and learn how to further improve and refine an idea.



### EVOLUTION








**I tried something new.  
How do I evolve it?**

Evolution is the development of your concept over time. It involves planning next steps, communicating the idea to people who can help you realize it, and documenting the process. Change often happens over time, and reminders of even subtle signs of progress are important.

This overview lists all the methods you will find in the next section of this document. There are many, in order to provide you with a rich variety to choose from: every challenge requires a different approach and a different set of methods. You should select the ones that are most valuable for you.

# Method Index

PHASES				
				
DISCOVERY	INTERPRETATION	IDEATION	EXPERIMENTATION	EVOLUTION
METHODS				
<b>1. Define the Challenge</b>	<b>4. Tell Stories</b>	<b>7. Generate Ideas</b>	<b>9. Make Prototypes</b>	<b>11. Evaluate Learnings</b>
1.1 Understand the challenge	4.1 Capture your learnings	7.1 Prepare for brainstorming	9.1 Create a prototype	11.1 Integrate feedback
1.2 Define your audience	4.2 Share inspiring stories	7.2 Facilitate brainstorming		11.2 Define success
1.3 Build a team		7.3 Select promising ideas	<b>10. Get Feedback</b>	
1.4 Share what you know	<b>5. Search for Meaning</b>	7.4 Build to think	10.1 Make a test plan	<b>12. Build the Experience</b>
<b>2. Prepare Research</b>	5.1 Find themes	<b>8. Refine Ideas</b>	10.2 Identify sources for feedback	12.1 Identify what's needed
2.1 Make a plan	5.2 Make sense of findings	8.1 Do a reality check	10.3 Invite feedback participants	12.2 Pitch your concept
2.2 Identify sources of inspiration	5.3 Define insights	8.2 Describe your idea	10.4 Build a question guide	12.3 Build partnerships
2.3 Invite research participants	<b>6. Frame Opportunities</b>		10.5 Facilitate feedback conversations	12.4 Plan next steps
2.4 Build a question guide	6.1 Create a visual reminder		10.6 Capture feedback learnings	12.5 Document progress
2.5 Prepare for fieldwork	6.2 Make insights actionable			12.6 Share your story
2.6 Practice research techniques				
<b>3. Gather Inspiration</b>				
3.1 Immerse yourself in context				
3.2 Learn from individuals				
3.3 Learn from groups				
3.4 Learn from experts				
3.5 Learn from peers observing peers				
3.6 Learn from peoples' self-documentation				
3.7 Seek inspiration in new places				

# Method Pages

Some methods are hands-on, others are more reflective, and some involve people outside of your team

Adjust to fit your schedule

DISCOVERY | 1.4

DT for Ed / Toolkit

Cut up and reassemble as you see fit

**Step**  
Define Challenge

## Share What You Know

**Mode**  
Reflective

**Time Needed**  
~30-45 min

**Time Type**  
Interview

Some methods need focused time, others can be used in shorter intervals

Chances are good that you already have some knowledge about the topic. Share and document this knowledge, so you can build on it and are free to focus on discovering what you don't yet know.

Some methods require larger teams, others are easier to do with a small group

**Team**  
2-6 people

These tips can be helpful when you're stuck

**What it gets you**  
An overview of the team's knowledge and its open questions.

**What to keep in mind**  
Keep notes and look back on how your point of view has changed after your field research.

Plenty of white space to write notes

**1. Share what you know**  
Post the design challenge where everyone can see it. With your team, write down what you know about the topic. Use one piece of information per Post-it Note. Read your notes out loud, and post them under the design challenge. Ask others for feedback and discuss any of the assumptions that come up.

**2. Define what you don't know**  
Write down and share what you don't know or yet understand about the challenge. Post these questions in a different area.

**3. Build on your knowledge and fill in the gaps**  
Group the Post-it Notes into themes and use them to plan your research. Write down questions you want to explore.

What and Why

Fold in half

How To

**Step**

Define Challenge

**Mode**

Reflective

**Time Needed**

~1-2 hours

**Time Type**

Continuous

# Understand the Challenge

A clearly defined challenge will guide your questions and help you stay on track throughout the process. Spend time with your team to create a common understanding of what you are working toward.

**Team**

2-3 People

**What it gets you**

A clear design challenge expressed in one sentence.

**What to keep in mind**

A good challenge is phrased with a sense of possibility. Make it broad enough to allow you to discover areas of unexpected value, and narrow enough to make the topic manageable.

**1. Collect thoughts**

As a team, collect and write down thoughts about your challenge. Start with a broad view: ask yourself why people might need, want, or engage with your topic.

**2. Establish constraints**

Make a list of criteria and constraints for the challenge. Does it need to fit into a certain timeframe? Can it be integrated with an existing structure or initiative?

**3. Frame the challenge**

Based on the thoughts you have collected, frame the challenge as one sentence starting with an action verb, such as: "create," "define," or "adapt."

Or, phrase the challenge as an engaging and imaginative question starting with: "How might we...?" or "What if...?"

Keep rewriting your statement until it feels approachable, understandable and actionable to everyone on the team.

**4. Create a visible reminder**

Post the challenge in a place that everyone on the team can see, to be reminded of your focus throughout the process.

**Step**

Define Challenge

**Mode**

Hands-On

**Time Needed**

~20-30 min

**Time Type**

Intermittent

# Define Your Audience

A deep understanding of peoples' motivations and needs is the best foundation for any design solution. Engage with the broad spectrum of people who will be touched by what you design.

**Team**

2-3 People

**What it gets you**

A visual overview of all the people relevant to your challenge.

**What to keep in mind**

There may be groups of people you will not engage with in your first attempt at approaching your challenge that could be important later on. Your overview will be a reminder not to lose sight of these opportunities.

## 1. List immediate contacts

With your team, collect and write down the people or groups that are directly involved in or reached by your topic. Are you designing for parents? Will you need to connect with administrators? Use Post-it Notes, so you can adapt your overview throughout the conversation.

## 2. Think more broadly

Add people or groups who are peripherally relevant, or are associated with your direct audience.

## 3. Build an overview

Think about the connections these people have with your topic. Who are the fans? Who are the skeptics? Who do you need the most? Create a visual overview of those who you consider to be your main audience, as opposed to more peripheral contacts.

## 4. Create a visible reminder

Keep a map of the people involved in a visible place for you to revisit over the course of the project.

**Step**

Define Challenge

**Mode**

Reflective

**Time Needed**

~60-90 min

**Time Type**

Intermittent

# Build a Team

Several great minds are always stronger when solving a challenge than just one. Put effort into understanding the skills and motivations of your collaborators to create a strong team.

**Team**

2-6 People

**What it gets you**

An agreement on the team members' roles.

**What to keep in mind**

The various phases of the design process require different skills and respond to different passions. Remember to adjust your team structure over time.

**1. Share who you are**

Spend time as a team getting to know each other. Make this a casual and friendly experience. Give everyone a few minutes to write down his or her skills, one skill on each Post-it Note—then share back with the team.

**2. Define your individual and team goals**

Talk about the ambitions of each person on your team. Continue to write them down and post them on the wall. Find out about your shared goals. Match both skills and passions with what your challenge requires.

**3. Agree on roles**

Define each person's role. Consider letting your team members self-identify how they want to contribute. Keep a visual reminder of your conversations by taking notes or photos.

**4. Give feedback**

Revisit the agreement about your team structure on a regular basis. Support each other by giving constructive feedback about everyone's contributions.

**Step**

Define Challenge

**Mode**

Reflective

**Time Needed**

-30-45 min

**Time Type**

Intermittent

# Share What You Know

Chances are good that you already have some knowledge about the topic. Share and document this knowledge, so you can build on it and are free to focus on discovering what you don't yet know.

**Team**

2-6 People

**What it gets you**

An overview of the team's knowledge and its open questions.

**What to keep in mind**

Keep notes and look back on how your point of view has changed after your field research.

**1. Share what you know**

Post the design challenge where everyone can see it. With your team, write down what you know about the topic. Use one piece of information per Post-it Note. Read your notes out loud, and post them under the design challenge. Ask others for feedback and discuss any of the assumptions that come up.

**2. Define what you don't know**

Write down and share what you don't know or yet understand about the challenge. Post these questions in a different area.

**3. Build on your knowledge and fill in the gaps**

Group the Post-it Notes into themes and use them to plan your research. Write down questions you want to explore.

**Step**

Prepare Research

**Mode**

Hands-On

**Time Needed**

-45-60 min

**Time Type**

Continuous

# Make a Plan

A solid plan will help you make decisions along the way. Set goals and commit to deadlines in order to keep moving forward. Make agreements so everyone on the team can organize their time effectively.

**Team**

2-6 People

**What it gets you**

A calendar with agreements on team members' involvement and set timing.

**What to keep in mind**

Be prepared to frequently adjust your plan. Often, new ideas will take you in a different direction from what you initially anticipated. The process of planning is as important as its result.

Consider setting up a regular, informal get-together for the team to share thoughts, ideas and concerns—for example, a weekly, 30-minute, afternoon-tea.

**1. Sketch a calendar**

Sketch out a large paper calendar that everyone can see. Write down tasks, meetings and finish dates on Post-it Notes, then affix them to the paper calendar to allow for mobility.

**2. Form agreements**

As a team, define which times you can best collaborate. Put these dates on everyone's calendars.

**3. Create a visual reminder**

Keep your paper calendar in a space visible for everyone to see, or create a shared online document with access for all team members.

**PREPARE  
RESEARCH**



**2**



**Step**

Prepare Research

**Mode**

Reflective

**Time Needed**

~30-60 min

**Time Type**

Intermittent

# Identify Sources of Inspiration

Inspiration is the fuel for your ideas. Plan activities to learn from multiple peoples' perspectives and explore unfamiliar contexts.

**Team**

2-3 People

**What it gets you**

A research plan listing activities and people you want to learn from.

**What to keep in mind**

Inspiration is found in places that excite you. Dare to plan activities that will invigorate the team, even if you are not certain what exactly you may learn from them.

Remember that at this point, you are looking for inspiration, not validation. Spend more time with a select group of people rather than trying to meet many. It will likely help you learn more.

## 1. Imagine interesting people to meet

Draw a map of all the people involved in your topic. Think of characteristics that would make them interesting to meet. As a team, choose who you want to learn from. Plan how to get in contact with them.

## 2. Think of extremes

Consider meeting people who represent "extremes": people that are either completely familiar with and involved in your topic, or don't have anything to do with it. Extreme participants will help you understand unarticulated behaviors, desires, and needs of the rest of the population that they feel or express more powerfully than others.

## 3. Make a list of activities you want to do

Choose which activities will best help you learn and get inspired (find more information about each activity on the respective method pages):

- » Learn from individuals
- » Learn from groups
- » Learn from experts
- » Learn from peers observing peers
- » Learn from peoples' self-documentation
- » Immerse yourself in context
- » Seek inspiration in new places

**Step**

Prepare Research

**Mode**

Interaction

**Time Needed**

~30 min - 2 hours

**Time Type**

Intermittent

# Invite Research Participants

People are often your most valuable source of inspiration. Imagine specific characteristics of the people you would like to meet. This will help you navigate the process of finding and engaging with interesting individuals.

**Team**

2-3 People

**What it gets you**

Appointments to meet and learn from interesting people.

**What to keep in mind**

When planning your interviews, consider the number of people that will be appropriate to attend. Too many interviewers can make people feel uneasy, particularly when adults speak with kids.

It is very powerful to see people in their own environment, as you can learn a lot from observation. You might detect an object or a note that triggers a conversation that otherwise may never have come up.

Try to participate in what your research participants do. Ask them to instruct you and talk to them about the experience of their activities in the moment.

You will learn from everyone you meet, even if everyone does not exactly fit the descriptions you have thought up. Focus on finding participants who are articulate and comfortable with having others at their home or workplace.

## 1. Describe the people you want to meet

Create specific descriptions of the people you want to engage with. Picture the characters of people you are looking for: Do you need to speak with a quiet child? Is it a very dedicated administrator you are looking for? Could you learn the most from someone who just started their career? Make sure you also cover a variety of gender, experience, ethnicity, etc. Work as a team and build a visual overview of your thoughts, using a large piece of paper or Post-it Notes.

## 2. Plan the interaction and logistics

Think about what exactly you want to do with each participant. Where do you want to meet them? How much time will you spend with them? Is there an activity you can do together to enrich the conversation? What will you ask them to show you? Write down your plans for all research activities.

## 3. Invite participants

Connect with the people you want to meet. Prepare a script for your initial conversations that helps them understand the purpose of your research. Don't be afraid to tap into your personal networks: people are generally happy to share what they know.

## 4. Track your recruiting progress

Take notes when you speak with people, so you remember the details of each conversation. Create a checklist that helps everyone on your team keep an overview of the progress and scheduling.

**Step**

Prepare Research

**Mode**

Hands-On

**Time Needed**

~30-60 min

**Time Type**

Continuous

# Build a Question Guide

**Team**

2-3 People

Having a good conversation with a stranger is not always easy. When speaking with research participants, you have to both build trust and help them feel comfortable while collecting relevant information. Carefully prepare for your conversations in order to manage this delicate balance.

**What it gets you**

A question guide for a valuable research conversation.

**What to keep in mind**

The most valuable aspect of a question guide is the thought process that goes into writing it. During the actual conversation, let the person you are speaking with lead you to what matters to them. Use the question guide as a checklist to ensure you have covered everything—not as a script for the conversation.

**1. Identify topics**

As a team, brainstorm themes you want to learn about in your conversations with research participants. What do you need to learn about your challenge? What are you hoping to understand about people's motivations and frustrations? What do you want to learn about their activities? Is the role they play in their network of importance? Write these topics on Post-it Notes or a flipchart.

**2. Develop questions**

Formulate questions that explore these topics. Frame them as open-ended questions, such as:

- » "Tell me about an experience..."
- » "What are the best/worst parts about...?"
- » "Can you help me understand more about...?"

Encourage people to tell you their whole story and avoid yes/no questions.

**3. Organize your questions**

Organize your questions using the following structure:

- » Start specific: begin with questions your participants are comfortable answering.
- » Go broad: ask more profound questions about hopes, fears and ambitions.
- » Probe deep: explore your challenge or any interesting theme you picked up on during the conversation in more depth. Consider prompting thoughts with "what if" scenarios.

Then create a question guide that is very readable, so you can glance at it quickly during your conversation.

**4. Build tangible conversation starters**

It can be helpful to share early ideas or concepts in your conversation, particularly when you are working on an abstract challenge. You can create a sketch, build a simple cardboard representation or describe a scenario that your participants can respond to. Your idea does not have to be realistic—it only serves the purpose of gaining a better understanding of your topic.



**Step**  
Prepare Research



**Mode**  
Hands-On



**Time Needed**  
~45-60 mins



**Time Type**  
Intermittent

# Prepare For Fieldwork

Whether you are meeting a group of students in the cafeteria or traveling across town to visit a company, fieldwork activities run smoother with thoughtful preparation. Assign responsibilities to team members ahead of time so everyone knows what to focus on.



**Team**  
2-3 People

## What it gets you

A solid plan for your fieldwork activities.

## What to keep in mind

It is important to assign roles ahead of time, however, it feels more natural for all team members to engage in the conversation to some degree.

### 1. Confirm your plans

Confirm date, time and location for your research activities. Agree on logistics, including transportation, with your team.

### 2. Prepare your equipment

Make sure to gather materials for your fieldwork ahead of time:

- » Question guide
- » Participants' contact details
- » Team members' contact details
- » Directions to location
- » Notepads and pens
- » Camera (load batteries!)
- » Mobile phones
- » Thank you gifts for participants (if applicable)
- » Post-it Notes, Sharpie markers

### 3. Assign roles

Designate one person to lead the conversation. Select a second person who will focus on watching participants' body language and facial expressions. Decide which team member will take notes, and choose a photographer. Remember to ask permission before taking any photos.

**Step**

Prepare Research

**Mode**

Hands-on

**Time Needed**

~45-60 mins

**Time Type**

Intermittent

# Practice Research Techniques

There are many impressions to take in during a field visit. Use the following research techniques to draw out interesting stories and keep track of what's important.

**Team**

2-5 People

**What it gets you**

The skills you need to make the most of your fieldwork.

**What to keep in mind**

To be well prepared for your field visit, experiment with your team first: choose a topic and have conversations with each other or various other people around you. Try to find out something you did not yet know using these techniques. Consider doing a workshop with your team to practice.

## 1. Establish trust with participants

Practice creating an atmosphere in which people feel comfortable enough to open up. Build on the skills you have developed in the school context.

- » Listen patiently. Do not interrupt, and allow for pauses to give participants time to think.
- » Use non-verbal gestures, such as eye contact, nodding, and smiling, to reassure participants you are engaged and interested in what they are saying.

## 2. Get the most out of your interactions

Encourage people to reveal what really matters to them.

- » Ask participants to show you the object or space they are talking about, or suggest to participate in their activities.
- » Have participants draw what they are talking about.
- » Keep asking "why?" in response to consecutive answers.

## 3. Know what to look for

Look for indications that reveal what people care about—and keep in mind, that they may contradict themselves.

- » Look for cues in the things that people surround themselves with or the way they carry themselves.

- » Notice workarounds and adaptations people have made to make a system or tool serve their needs better, for example: lowering the height of bulletin boards to make it easier for children to read them.
- » Explore things that prompt certain behaviors, for example: a line printed around a track field that causes people to run within a certain area.

## 4. Capture what you see

Take lots of notes and photos of what you see, hear, feel, smell and taste during a field visit. Capture direct quotes. Write down your immediate thoughts without worrying about an interpretation.

GATHER  
INSPIRATION



3

**Step**

Gather Inspiration

**Mode**

Hands-On

**Time Needed**

-30-60 min

**Time Type**

Intermittent

# Immerse Yourself In Context

With a curious mindset, inspiration and new perspectives can be found in many places and without much preparation. Sharpen your skills in observing the world around you.

**Team**

2-6 People

**What it gets you**

Skills for learning from what's around you.

**What to keep in mind**

A firsthand observation is great preparation for your field interviews and a team activity that does not require much preparation.

Approach your observation with an open mind and imagine this as the first time of you have gone through this experience. Look for details you may have overlooked before.

Consider the entire journey of your activity. Think about the actual start and end points of this experience, even if they are not happening in the space you are in.

**1. Plan your observations**

Choose a place where you can have an experience that is relevant to your challenge. For example, if you are looking for new ideas on arrival and departure procedures at your school, drive up to the drop off area, just as parents do, and try to stop, wait and go.

Think of certain aspects of your experience you want to capture, such as:

- » What emotions do you experience (surprises, frustrations, motivations, decision making factors), and why?
- » What interactions do you observe, and how do they feel?
- » What is the mood of the room? What is the lighting like? What is the temperature? How is it affecting everyone?

- » What are peoples' moving patterns in space?

Prepare a notebook with prompts so you remember what to look for.

**2. Explore and take notes**

Try to blend in with everyone else during your observation. Find a spot that's out of the way. Take notes and photos. Capture interesting quotes. Draw sketches, plans and layouts.

**3. Capture what you have seen**

Immediately after your observation, take some time to capture the things you found most interesting, and write them on Post-it Notes so you will be able to reorganize them later.

**Step**

Gather Inspiration

**Mode**

Interaction

**Time Needed**

~1-2 hours

**Time Type**

Continuous

# Learn From Individuals

Spending time with people on their own allows you to deeply engage with and learn from them. Guide the conversation to gain a rich understanding of their thoughts and behaviors.

**Team**

2-3 People

**What it gets you**

An in-depth insight into individuals' needs and motivations.

**What to keep in mind**

Field research activities are an opportunity to take a new perspective. Treat your conversation partner as an expert. Try not to make participants feel that you are more knowledgeable than they are, particularly when you are speaking with children.

Often, interviews will take an unexpected turn and you will learn something you did not expect to hear. Go with the flow and let your participant lead the conversation.

Look for contradictions. What people say and what they actually do is often not the same thing.

**1. Create a trusted atmosphere**

Start the conversation on a casual note. Talk about a subject that is unrelated to your research first to make the participant feel comfortable. Be considerate of the space you are in and make sure you have the appropriate level of privacy.

**2. Pay attention to the environment**

Try to meet in the participant's context—in their classroom, home, office or workplace. During the conversation, keep your eyes open for what's around. Ask about objects or spaces you find interesting, and try to get a tour of the environment.

**3. Capture your immediate observations**

Take lots of quick notes in the voice of the participants. Write down interesting quotes. Do not worry about interpreting them yet. Try to capture your observations in the moment.

**4. Get continuous feedback**

Consider making one or some of your research participants members of your team to continuously get their feedback and ideas.

**Step**

Gather Inspiration

**Mode**

Interaction

**Time Needed**

-1-2 hours

**Time Type**

Continuous

# Learn From Groups

**Team**

2-6 People

Bringing together groups of people allows you to observe the interactions between them, to recognize community dynamics and issues, and to understand their different opinions. Arrange group sessions and guide them with a clear intention of what you want to understand.

**What it gets you**

An understanding of the shared motivations and differing opinions within a group.

**What to keep in mind**

Group sessions will give you a good overview of a topic. If you are trying to gain a deeper understanding of peoples' motivations, however, choose an individual interview.

Particularly when working with kids, group interviews can be a great format to help them feel comfortable with an adult team.

Facilitating a group session and observing participants' interactions at the same time is challenging. Make sure enough people on your team can focus on the observation itself.

**1. Choose the participants**

Consider what you are looking for: to make participants comfortable enough to share details about their passions, bring together groups of like-minded individuals. To find out about individuals' opinions, invite people with contradicting opinions to stimulate discussions.

**2. Plan an agenda with activities**

Think carefully about what you want to achieve within the session. Consider involving the participants in practical activities. Draft an agenda. Assign facilitators' responsibilities. Prepare materials.

**3. Set up for a conversational atmosphere**

Prepare a space for an informal discussion over food and drinks. Start the conversation on a casual note. Talk about a subject that is unrelated to your research first to make the participants feel comfortable.

**4. Listen to the group's conversations**

Encourage conversations between participants and consider dividing people into smaller groups to better facilitate these discussions.

**5. Capture your immediate observations**

Take lots of quick notes in the participants' voices. Write down interesting quotes. Do not worry about interpreting them yet. Try to capture your observations in the moment.

**6. Get continuous feedback**

Consider setting up a panel of participants that you engage with throughout your project to continuously receive feedback on your ideas.

**Step**

Gather Inspiration

**Mode**

Interaction

**Time Needed**

-1-2 hours

**Time Type**

Continuous

# Learn From Experts

Experts can provide in-depth information about a topic and can be especially helpful when you need to learn a large amount of information in a short amount of time.

**Team**

2-3 People

**What it gets you**

Access to in-depth knowledge in a certain area of expertise.

**What to keep in mind**

Find the balance between using experts to get a good understanding of the current situation and preserving space to think beyond the existing models.

Experts may overstate their expertise or develop their own assumptions. Make sure to also learn from direct interactions with research participants.

**1. Choose the participants**

Choose experts based on your objective: are you looking to learn about their field of study? Would you like someone's opinion on your topic who has rich knowledge of its context?

**2. Set up for a productive conversation**

Carefully plan how you want the conversation to flow. Consider asking the expert to actively help you work on an early concept.

**Step**

Gather Inspiration

**Mode**

Interaction

**Time Needed**

1-2 hours

**Time Type**

Intermittent

# Learn From Peers Observing Peers

There is a level of understanding between peers that you can't immediately get as an outside observer. Make select participants part of your research team. Ask them to speak with and observe their peers.

**Team**

2-3 People

**What it gets you**

Access to opinions that would likely not be shared with you directly.

**What to keep in mind**

This method is particularly helpful when you are trying learn about a group that you are not part of. It can help you learn about children: they will share very different information with each other than with an adult.

Be careful to not create the impression of your researchers spying on their peers. Ask them to be transparent and only share what their peers are comfortable with. Consider inviting the entire group to share each other's stories and make it a fun activity for everyone.

**1. Select your research partners**

Choose people that are trusted and respected amongst their peers as well as articulate and excited to participate. Invite them to become part of your research team.

**2. Decide on compensation**

Decide how you will thank your research partners, and prepare accordingly.

**3. Guide their research**

Together with your new team members, define what you are trying to learn about, and think of activities to source and record this information.

**4. Meet frequently**

Create regular interactions with your research team and integrate them in a structured way.



**Step**  
Gather Inspiration



**Mode**  
Interaction



**Time Needed**  
~1-2 hours



**Time Type**  
Intermittent

# Learn From Peoples' Self-Documentation

Asking participants to record their own experiences allows you to learn about them over an extended period of time. Guide participants to capture and share their thoughts, decisions and emotions.



**Team**  
2-3 People

## What it gets you

Insight into peoples' experiences over an extended period of time.

## What to keep in mind

Often teenagers and young people find self-documentary exercises less intimidating than adults and enjoy expressing themselves in new ways.

Make the documentation as simple as possible for participants. Consider using online tools that enable recording impressions in the moment. The easier it is to self-document, the more likely it is that participants will complete the exercise.

Consider showing examples of how other people have done self-documentation, or spend time with participants to explain how to capture information.

## 1. Plan the documentation activities

Decide what you would like people to document: feelings, activities, behaviors? Choose the best mode for collecting that information: photographs, diaries, voice recordings, videos?

## 2. Invite and instruct participants

Give participants tools and instructions to document themselves for several days or weeks. Explicitly explain why and how to record their activities. Clarify what you are looking for.

## 3. Review with participants

Look at the materials together with participants after their documentation phase. Ask them not just what the things are that they documented, but also why they chose these details and how they felt about them.

**Step**

Gather Inspiration

**Mode**

Hands-On

**Time Needed**

~20-90 min

**Time Type**

Intermittent

# Seek Inspiration In New Places

Looking for inspiration in a different context outside of the education world opens the mind and can help you find a fresh perspective. Dare to go out of your comfort zone and explore.

**Team**

2-3 People

**What it gets you**

A new perspective on the challenge you work on, inspiration and energy.

**What to keep in mind**

Explore with an open mind, even if you do not immediately understand how to apply your experiences. After you return, spend time relating what you found interesting to the challenge you are working on.

As the number of places you have visited grows, keep a running list of your favorite destinations and notes on why they stand out to share with your colleagues. A steady stream of inspiration is a great way to continuously rethink and evolve your ideas.

## 1. Think of analogies that connect with your challenge

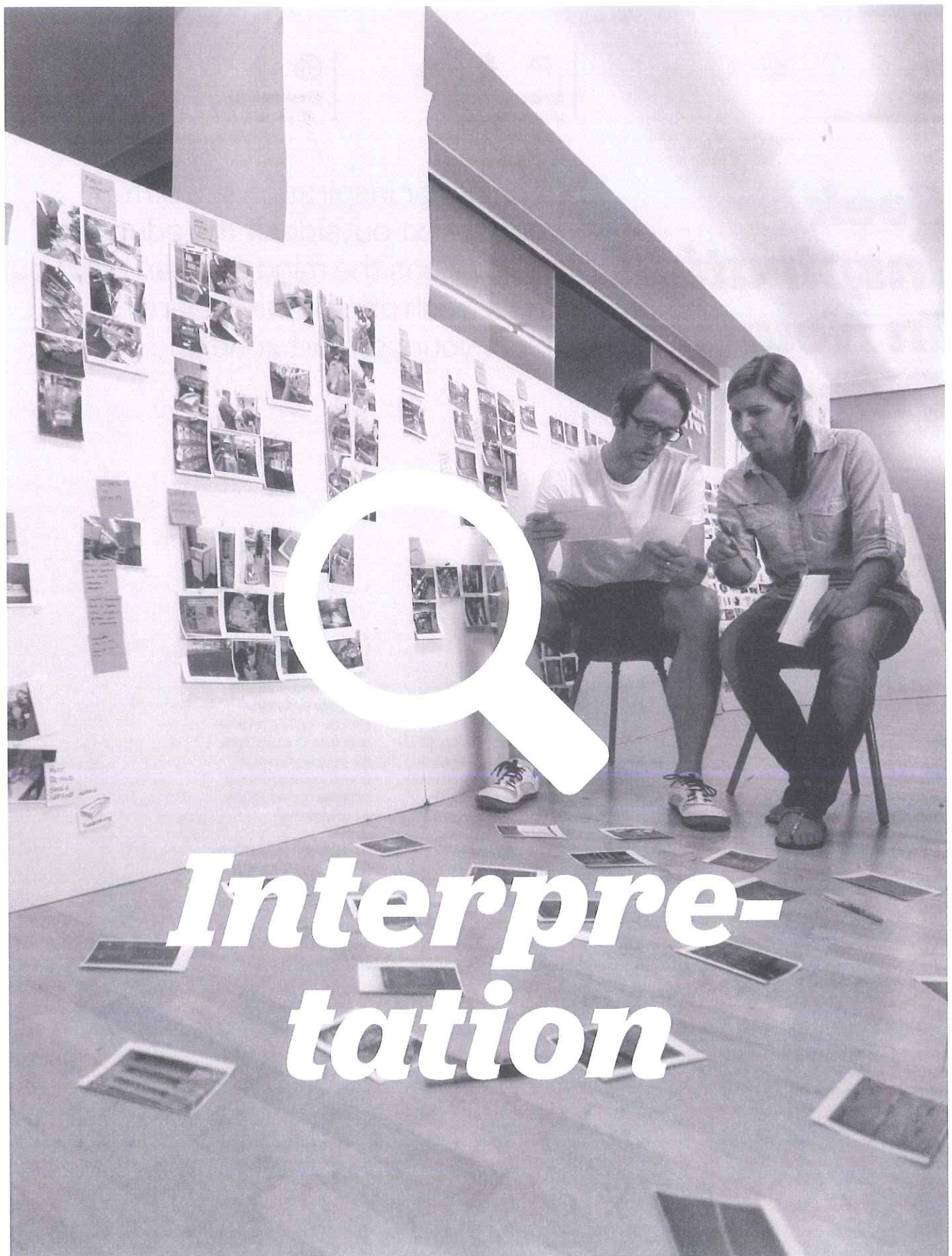
With your team, list all the activities, emotions, and behaviors that make up the experience of your challenge. Next to each of these areas, write down other situations where in similar experiences occur. As a team, select the scenarios that you would like to observe. For example, if you are looking to re-envision arrival and departure procedures at your school, consider observing the lobby of a busy yet elegant hotel.

## 2. Make arrangements for your activities

Plan the logistics of your activities. Connect with the people you want to visit and explain the purpose of your search for inspiration.

## 3. Absorb the experience

During your visit, first observe peoples' activities and their environments. Then, when appropriate, ask questions about what you have noticed.



TELL  
STORIES



4



**Step**  
Tell Stories



**Mode**  
Reflective



**Time Needed**  
-20-30 min



**Time Type**  
Continuous

# Capture Your Learnings

When you step out of an observation, it's easy to feel overwhelmed by the amount of information you have taken in. Use the half hour immediately after the session to start capturing what you have learned.



**Team**  
2-3 People

## What it gets you

An authentic recollection of your learnings from the research activities.

## What to keep in mind

Getting into the habit of capturing highlights while everything is still fresh will make it a lot easier to connect and process your learnings later on.

## 1. Find a space and time

Plan extra time so that you can share your thoughts and impressions right after your observation. This may often happen in a coffee shop or while in transit.

## 2. Share your impressions

With your team, share the things you found most interesting. Do not worry about interpreting these stories yet. Listen to each others' recollections of the observation. Compare experiences and impressions.

To cover the most important topics, consider using these prompts:

- » Personal details: who did you meet (profession, age, location, etc)?
- » Interesting stories: what was the most memorable and surprising story?
- » Motivations: what did this participant care about the most? What motivates him/her?
- » Frustrations: what frustrated him/her?
- » Interactions: what was interesting about the way he/she interacted with his/her environment?
- » Remaining Questions: what questions would you like to explore in your next conversation?

## 3. Document your thoughts

Capture your observations in a notebook or on Post-it Notes. Writing them on Post-it Notes will make them easier to reorganize them later. Illustrate your thoughts with drawings.



# Share Inspiring Stories

Share what you learned from your research as stories, not just general statements. This will create common knowledge that your team can use to imagine opportunities and ideas.



## What it gets you

A shared understanding of all the stories your team collected.

## What to keep in mind

Tell stories person by person, one at a time.

Use vivid details and describe your immediate experiences. This is not the time to generalize or judge.

## 1. Set up a space

Plan your storytelling session in a room with plenty of wall space. Distribute Post-it Notes and markers. Have a flip chart pad or large sheets of paper nearby, as well as tape to attach these sheets to the wall.

## 2. Take turns

Describe the individuals you met and the places you visited. Be specific and talk about what actually happened. Revisit the notes you took right after your observation. Print out your photos and use them to illustrate your stories.

Tell the story of each person following these prompts (you may have already used them when capturing your first impressions):

- » Personal details: who did you meet? (profession, age, location etc)
- » Interesting stories: what was the most memorable and surprising story?
- » Motivations: what did this participant care about the most? What motivates him/her?
- » Barriers: what frustrated him/her?
- » Interactions: what was interesting about the way he/she interacted with his/her environment?
- » Remaining Questions: what questions would you like to explore in your next conversation?

## 3. Actively listen

While you are listening to each other, compare and contrast the things you have learned. Explore areas where you find different opinions and contradictions. Begin to look for recurring themes.

## 4. Capture the information in small pieces

Write down notes and observations on Post-it Notes while listening to a story. Use concise and complete sentences that everyone on your team can easily understand. Capture quotes—they are a powerful way of representing the voice of a participant.

## 5. Surround yourself with stories

Write large enough so that everyone can read your notes. Put all Post-its up on the wall on large sheets of paper. Use one sheet per story, so you have an overview of all your experiences and the people you have met.

# SEARCH FOR MEANING



# 5

2. Fill the gap between theory and practice

Context

3. Tell meaningful stories to differentiate our platform

Professionalism

4. Foster professionalism through

5. Incorporate actionable reflection

Practice

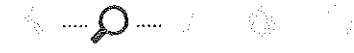
6. Redefine the lexicon of design

7. Encourage intentional collaboration

8. Reinforce continuous learning through

+ 9. Use optimism to show the value

+ 10. Build creative confidence in individuals



**Step**  
Search for Meaning



**Mode**  
Reflective



**Time Needed**  
~45-90 min



**Time Type**  
Continuous

# Find Themes

After having collected and shared stories from your fieldwork, begin to make sense of all that information and inspiration. This part of the process can take some time. A good first step is to identify themes.



**Team**  
2-5 People

## What it gets you

An overview of the larger themes that you found in your research.

## What to keep in mind

Clustering can become difficult when there are many people involved. Consider splitting into smaller groups, or have a few people work on the themes first and then present back and discuss.

### 1. Cluster related information

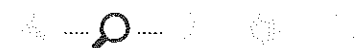
Group findings from your field research into categories or buckets. You can start by having every team member choose three Post-its they find most interesting. Place each of them on a large sheet of paper and begin to look for more evidence of the same theme. What did many people mention? Did someone else say the opposite? Are there behaviors you saw repeatedly? Which issues were obvious? Rearrange the Post-its into these new buckets.

### 2. Find headlines

Name the clusters you have defined, e.g., "lack of space." Continue to sort and rearrange the information until you feel you have picked the interesting bits out.

### 3. Turn headlines into statements

Have a closer look at your themes and the stories that support them, and express them in a meaningful way, e.g., "There is a lack of space for teachers to do their work." Write a full sentence. Use a new Post-it and label your cluster with that statement.



**Step**

Search for Meaning



**Mode**

Reflective



**Time Needed**

~45-90 min



**Time Type**

Continuous

# Make Sense of Findings

Once you have created themes as an overview of your research findings, begin to take a closer look at what they mean. Sort and analyze them until they help you build a clear point of view.



**Team**

2-5 People

**What it gets you**

An understanding of what your learnings from the research really mean.

**What to keep in mind**

This part of the process can feel uncomfortable, as you must repeatedly question what you have learned in order to get to the actual meaning of your findings. Getting through this period of ambivalence, however, will give you clear direction and purpose for the next steps.

Make sure to work as a team. Engage everyone actively in this phase so you can benefit from different opinions and observations.

Allow for different work styles and plan for both individual time and team time during this part of the process.

**1. Look for links between themes**

Take a closer look at your themes and find overlaps, patterns and tensions as they relate to each other. Can you group several related themes in larger categories? What contradictions do you find? What feels surprising and why?

Continue to move around your Post-it Notes and sheets. Make sure to group supporting stories with more abstract themes.

**2. Dig deeper**

With your team, take a step back and discuss what you have discovered. Are there themes that you have different opinions about? What are you most excited about? Can you begin to see the relevance of your challenge?

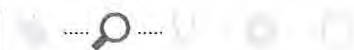
Regroup the information and add new versions of your headlines until they feel strong. For example, you might group the themes "there is a lack of space for teachers to do their work" and "the faculty room does not encourage collaboration" together as "there is little consideration for teachers' spatial needs."

**3. Get input from the outside**

Explain the themes to someone who is not part of your team. Learn from their feedback and try alternative ways of organizing the information.

**4. Be prepared to let go**

Leave behind stories that don't seem important. Clean up your space and only keep the information you are still using.



**Step**  
Search for Meaning



**Mode**  
Reflective



**Time Needed**  
~45-90 min



**Time Type**  
Continuous

# Define Insights

Insights are a concise expression of what you have learned from your research and inspiration activities. They are the unexpected information that makes you sit up and pay attention. Insights allow you to see the world in a new way and are a catalyst for new ideas.



**Team**  
2-3 People

## What it gets you

Insights that concisely communicate your research learnings.

## What to keep in mind

It can be a challenge to identify relevant pieces of information. Be patient and try out various versions until you find a satisfying set.

Not every insight is entirely new information. Often, you will find things that you knew about before, but your research may have given you a new perspective. Don't be shy about retelling these stories.

In the process of identifying insights, you will probably come up with a lot of ideas. Create an "idea parking lot" and revisit them later on.

## 1. Select what surprised you

Look across your buckets and themes and choose the information that you find most surprising, interesting, or worth pursuing. What have you learned that had not occurred to you before? What did you find most inspiring? What sparked the most ideas?

## 2. Reconnect the learnings to your challenge

Revisit the questions that you started out with: how do your findings relate to your challenge? Narrow down the information to those insights that are relevant and find new clusters. Be prepared to let go of details that are less important. Try to limit your insights to the three to five most important.

## 3. Craft your insights

Experiment with the wording and structure to best communicate your insights. Create short and memorable sentences that get to the point. Make sure your insights convey the sense of a new perspective or possibility.

## 4. Get an outside perspective

Invite someone who is not part of your team to read your insights and check whether they resonate with an outside audience.

# FRAME OPPORTUNITIES



6



**Step**  
Frame Opportunities



**Mode**  
Hands-On



**Time Needed**  
~45-90 min



**Time Type**  
Intermittent

# Create a Visual Reminder

Just as you use visuals in the classroom to make complex information more accessible, illustrations, diagrams and frameworks are great tools to communicate your insights.



**Team**  
2-3 People

## What it gets you

A visual representation of your insights.

## What to keep in mind

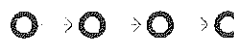
Not every set of insights needs to be represented as frameworks or visuals—use them only if they make it easier to communicate your message.

## 1. Experiment with various visualizations

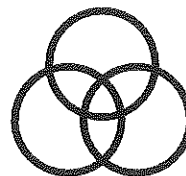
Try to express your learnings through different frameworks. Here are a few examples:

- › Journeys are great for looking at an experience over time. You can map peoples' moods, experiences or needs.
- › Venn diagrams help you express a few important themes and the relationships between them.
- › Two-by-twos help emphasize tensions and create different categories.
- › Maps help visually explain relationships.

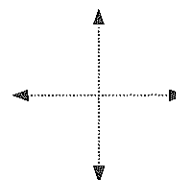
### Journey map



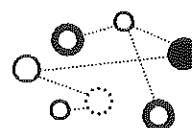
### Venn diagram



### Two-by-two



### Relationship map




## 2. Test your framework

Share your visualizations with someone who is not part of your team and get an outsider's point of view as to whether they make sense.

  
**Step**  
Frame Opportunities

  
**Mode**  
Reflective

  
**Time Needed**  
-45-90 min

  
**Time Type**  
Continuous

# Make Insights Actionable

Insights only become valuable when you can act on them as inspiring opportunities. Turn them into brainstorm questions, the springboard for your ideas.

  
**Team**  
2-3 People

## What it gets you

Brainstorm questions that respond to the insights you found.

## What to keep in mind

Avoid brainstorm questions that already imply a solution. Ask yourself: "Why do we want to do that?" This will help you reframe your question more broadly.

For example:

"How might we create a teachers' lounge with large couches?" implies the solution is a room with large couches.

"Why do we want to do that?" surfaces the actual need of a space for teachers to be able to wind down in between classes. The brainstorm question would then be:

"How might we create a space for teachers to unwind between classes?"

This expands possible solutions beyond the idea of a room with couches.

## 1. Develop "how might we" statements

Create generative questions around your insights. Start each statement with "How might we...?" or "What if...?" as an invitation for input, suggestions and exploration. Generate multiple questions for every insight. Write them in plain language, simple and concise.

## 2. Choose brainstorm questions

Select three to five of these questions for your brainstorm session. Trust your gut feeling: choose those questions that feel exciting and help you think of ideas right away. Also, select the questions that are most important to address, even if they feel difficult to solve for.





Ideation means generating lots of ideas. Brainstorming encourages you to think expansively and without constraints. It's often the wild ideas that spark visionary thoughts. With careful preparation and a clear set of rules, a brainstorm session can yield hundreds of fresh ideas.



# Brainstorming Rules

These seven rules will make your brainstorming session focused, effective and fun. Introduce them at the start of every brainstorm, even if they merely serve as a reminder for experience participants.

---

**Defer judgement.** There are no bad ideas at this point. There will be plenty of time to narrow them down later.

---

**Encourage wild ideas.** Even if an idea doesn't seem realistic, it may spark a great idea for someone else.

---

**Build on the ideas of others.** Think "and" rather than "but."

---

**Stay focused on topic.** To get more out of your session, keep your brainstorm question in sight.

---

**One conversation at a time.** All ideas need to be heard, so that they may be built upon.

---

**Be visual.** Draw your ideas, as opposed to just writing them down. Stick figures and simple sketches can say more than many words.

---

**Go for quantity.** Set an outrageous goal—then surpass it. The best way to find one good idea is to come up with lots of ideas.

---

## GENERATE IDEAS



**Step**

Generate Ideas

**Mode**

Hands-on

**Time Needed**

~20-45 min

**Time Type**

Intermittent

# Prepare for Brain- storming

Brainstorming may often be thought of as wild and unstructured, but it in fact is a focused activity that involves a lot of discipline. Take the time to set up appropriately in order to get the most out of your session.

**Team**

1-2 People

**What it gets you**

The setup for a dynamic brainstorming session.

**What to keep in mind**

When you make brainstorming part of another activity, lesson or meeting, remember that generating ideas is a mode that participants need a little time to get into. Create the time and space for a transition into that mindset.

**1. Start with a well-defined topic**

Think about what you want to get out of the session. Select several focused brainstorm questions.

**2. Choose an appropriate space**

Reserve a room with sufficient wall space, where participants can comfortably get up from their chairs and move around.

**3. Provide tools to capture ideas**

Gather materials like Post-it Notes, markers, paper and snacks; don't underestimate the power of sugar in a brainstorming session.

**4. Invite a diverse group of people**

Consider involving people who are not part of your team, as they'll have a fresh perspective. Include six to eight people.

**5. Plan for 45-60 minutes**

Keep brainstorming sessions to an hour at most, to maintain focus and energy.

**Step**

Generate Ideas

**Mode**

Hands-on

**Time Needed**

~45-60 mins

**Time Type**

Continuous

# Facilitate Brainstorming

Brainstorming is a great activity to generate fresh thoughts and new energy. Create a safe and positive atmosphere for your brainstorm so the team can come up with all kinds of wild ideas.

**Team**

6-8 People

**What it gets you**

A lot of fresh, new ideas.

**What to keep in mind**

Brainstorming is a fast and dynamic activity. Have your team stand up and encourage people to speak up and keep it short: only take a few seconds to explain an idea.

**1. Select a facilitator**

Decide on a person to lead the group through the activity. Familiarize yourself with brainstorming protocol.

**2. Present your topic**

Briefly introduce the challenge you are working on. Share some of the exciting stories from your Discovery phase.

**3. Introduce the rules of brainstorming**

Explain each rule and its purpose to set the right tone for the activity. You can find an overview of brainstorming rules in the beginning of this section.

**4. Equip everyone for participation**

Gather your team near a wall or flipchart. Give everyone a Post-it Pad and a marker. Encourage people to draw and be visual. Remind them to write in large letters and to note only one idea per Post-it.

**5. Start with a warm-up**

Choose a fun, easy or even unrelated activity to get people in the right mood:

- » Warm-up brainstorm: how might we find a needle in a haystack?
- » Never could we ever: brainstorm things you could never do at your school.
- » Get visual: ask everyone to draw his or her neighbor in a minute. Share.

**6. Move one by one**

Post the question you are brainstorming about on the wall so everyone can see it. Ask participants to take a few minutes and write down their first ideas before starting as a group. Then facilitate the brainstorm and capture each individual idea.

**7. Keep the energy high**

Provide encouragement or alternative topics if the flow of ideas slows down. Switch to a new brainstorm question every fifteen to twenty minutes. Throw out some wild ideas yourself. Remind your team of the rules if needed. Set a goal for how many ideas you want to generate in total.

**Step**

Refine Ideas

**Mode**

Hands-On

**Time Needed**

-10-20 min

**Time Type**

Continuous

# Select Promising Ideas

It is the passion and energy of a team that makes the development of an idea successful. To get a sense of which brainstorming ideas generate excitement, let everyone on the team vote on their favorites while they are still fresh in their minds.

**Team**

6-8 People

**What it gets you**

A selection of ideas that the whole team is excited about taking forward.

**What to keep in mind**

Don't spend too much time trying to identify the best thing to do. Trust your gut feeling—as long as there is excitement about an idea, it will be a good basis to work from.

Dare to leave behind some ideas at this point. You can always come back to your larger pool of brainstorm ideas and try out a new one if your first choice does not lead to success.

**1. Cluster the ideas**

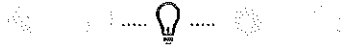
Spend a few minutes immediately after a brainstorming session grouping together similar ideas.

**2. Vote for favorite ideas**

Ask the brainstorm participants to each select an idea that is their personal favorite, the one they want to work on, or the one they believe is most promising. Give everyone a limited number of choices. Let people decide in silence first, so that they are not swayed by others' opinions. Vote directly on the brainstorm Post-its, either using sticky dots or simply drawing a dot.

**3. Discuss the results**

Count the votes and determine the most popular ideas. As a team, take the most promising ideas and decide which ones to develop further. Be realistic about the number you can pursue—aim for three ideas to start with.

**Step**

Refine Ideas

**Mode**

Hands-On

**Time Needed**

-30-60 min

**Time Type**

Intermittent

# Build to Think

Prototypes are a great tool to learn more about an idea: building even a simple representation of an idea makes you think through a lot of details. Prototype early to decide whether you want to take an idea further.

**Team**

2-8 People

**What it gets you**

A first, tangible expression of your idea.

**What to keep in mind**

Seeing an idea come to life, even in a very basic form, injects enthusiasm and energy into a team's work. It is an opportunity to experiment and have fun while learning about your idea.

**1. Pick an idea**

Right after your brainstorming session, form several groups of two to four people and pick ideas to prototype. Provide the teams with basic materials, such as paper, markers, scissors and glue.

**2. Build a prototype**

In twenty minutes, create a simple expression of your idea. Draw from the various prototyping options in Create a Prototype, build a quick paper model, do a role-play, or draw a storyboard. Keep it simple and only focus on the most important aspects of your idea.

**3. Share back**

Present your ideas to each other. Ask the other group members for feedback about their favorite parts of your prototype as well as aspects where they see room for improvement.

REFINE  
IDEAS



8





**Step**  
Refine Ideas



**Mode**  
Reflective



**Time Needed**  
~45-60 mins



**Time Type**  
Continuous

## Do a Reality Check

So far, you have (hopefully) been developing your idea without giving much thought to the constraints you may face while attempting to realize it. It makes sense to now do a reality check: look at what's most important about your idea and find ways to evolve and develop it further.



**Team**  
2-4 People

### What it gets you

A first step toward bringing your idea to life.

### What to keep in mind

A reality check might seem discouraging, as you may have to let go of some ideas. Focus on the possibility of actually building an idea in the long term to keep up your collective energy.

Consider doing these check-ins on a regular basis as you move forward with idea development.

### 1. Find out what your idea really is about

As a team, examine what's at the core of your idea: what gets you excited about it? What is the most important value for your audience? What is the real need that this is addressing?

Capture your thoughts on Post-it Notes or a piece of paper. For example, if your idea is creating a teachers' lounge with large couches, the real value is in allowing teachers to relax.

### 2. List constraints

Make a list of all the challenges and barriers you are facing with your idea. What are you missing? Who would oppose the idea? What will be most difficult to overcome? Put the list up on the wall so it is visible to the team.

### 3. Brainstorm new solutions

First, start from the list you created in step one of this method, describing the core values of your idea. Think up other possibilities that might satisfy the needs your idea responds to. Consider facilitating a quick brainstorm to come up with more ideas.

For example: how might we create spaces for teachers to unwind between classes?

Then revisit your list of constraints. Brainstorm how you might address some of these challenges. For example: how might we raise money to acquire furniture for our common space?

### 4. Evolve your idea

Discuss how you can change your concept based on your new ideas. How can you address the need differently? How can you work around the constraints you are facing?

### 5. Archive ideas

Let go of ideas that feel too difficult to create, or that you are not excited about. Keep your Post-its and notes so you can revisit them later.

**Step**

Refine Ideas

**Mode**

Hands-on

**Time Needed**

~30-60 min

**Time Type**

Intermittent

# Describe Your Idea

Once an idea has started to evolve, you may find it helpful to capture your thoughts in a more structured format. Create a concept description. Consider it a repository for thoughts and questions rather than a finished piece.

**Team**

2-3 People

**What it gets you**

A description of your idea that summarizes all of its important aspects.

**What to keep in mind**

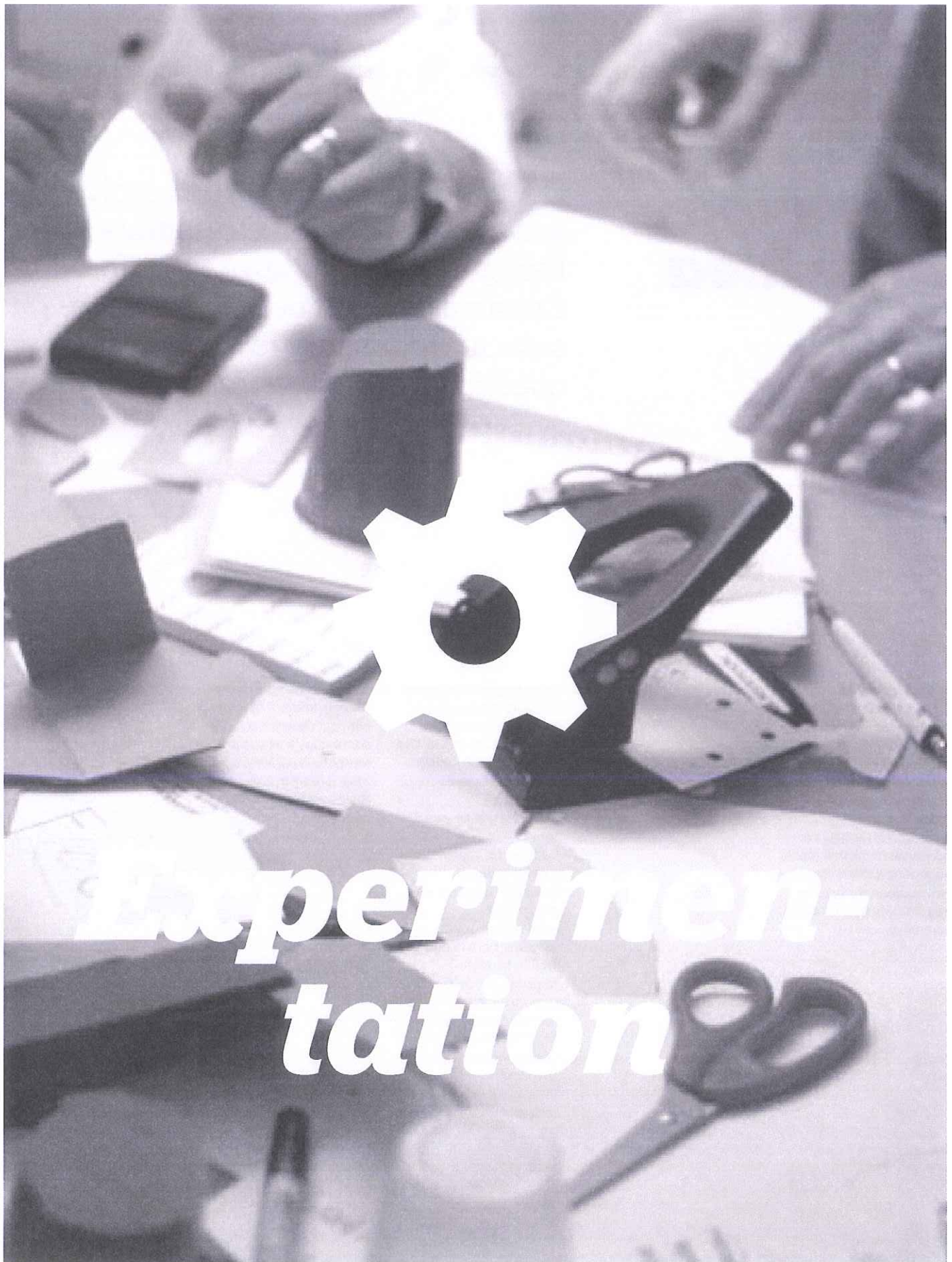
While you may find yourself creating an extensive collection of thoughts or questions in the first place, your concept description will become stronger as you simplify it to a concise summary.

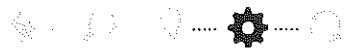
## 1. Capture your thoughts    2. Evolve your summary

With your team, use a large sheet of paper to summarize your idea. Use the following structure to describe its most important aspects:

- » Choose a title for your idea
- » Summarize your idea in a single sentence
- » Describe how your idea would work
- » Name the people it involves, both to build as well as to use it
- » Explain the needs and opportunities identified through field research
- » Illustrate the value and benefit for each person involved
- » List questions and challenges

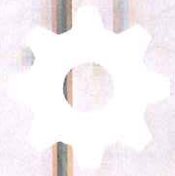
Change and adjust your concept description continuously as you prototype and iterate your idea. Keep it in a place that is visible to all team members.





Experimentation brings your ideas to life. Building prototypes means making ideas tangible, learning while building them and sharing them with other people. Even with early and rough prototypes, you can receive a direct response and learn how to further improve and refine an idea.

MAKE  
PROTOTYPES



9

**Step**

Make Prototypes

**Mode**

Hands-On

**Time Needed**

-45-90 min

**Time Type**

Intermittent

# Create a Prototype

Prototypes enable you to share your idea with other people and discuss how to further refine it. You can prototype just about anything. Choose the form that suits your idea best from the list below.

**Team**

2-4 People

**What it gets you**

A tangible representation of your idea that you can share and learn from.

**What to keep in mind**

Prototyping is not about getting it right the first time: the best prototypes change significantly over time. Give yourself permission to try, and fail, and try again.

Sometimes your worst ideas teach you the most. Prototyping them may lead to new inspiration.

Challenge yourself to come up with at least three different versions of your idea to test multiple aspects of the possible solutions your team has come up with.

Keep a “parking lot” for questions that come up while you build prototypes. Revisit and answer them as you develop your idea further.

Capture the evolution of your prototype over time as you make changes and increase its resolution.

**Create a storyboard**

Visualize the complete experience of your idea over time through a series of images, sketches, cartoons or even just text blocks. Stick figures are great—you don’t need to be an artist. Use Post-it Notes or individual sheets of paper to create the storyboard so you can rearrange their order.

**Create a diagram**

Map out the structure, network, journey or process of your idea. Try different versions of your visualization.

**Create a story**

Tell the story of your idea from the future. Describe what the experience would be like. Write a newspaper article reporting about your idea. Write a job description. Create a letter to be sent to parents. Describe your idea as if it were published on the school website.

**Create an ad**

Create a fake advertisement that promotes the best parts of your idea. Have fun with it, and feel free to exaggerate shamelessly.

**Create a mock-up**

Build mock-ups of digital tools and websites with simple sketches of screens on paper. Paste the paper mock-up to an actual computer screen or mobile phone when demonstrating it.

**Create a model**

Put together simple three-dimensional representations of your idea. Use paper, cardboard, pipe cleaners, fabric and whatever else you can find. Keep it rough and at a low fidelity to a start, and evolve the resolution over time.

**Create a role-play**

Act out the experience of your idea. Try on the roles of the people that are part of the situation and uncover questions they might ask.

GET  
FEEDBACK



10

**Step**

Get Feedback

**Mode**

Hands-On

**Time Needed**

~30-60 min

**Time Type**

Intermittent

# ***Make a Test Plan***

Feedback is one of the most valuable tools in developing an idea. Sharing prototypes helps you see what really matters to people and which aspects need improvement. Make a solid test plan to elicit responses that help you learn how to build on your idea.

**Team**

2-4 People

**What it gets you**

A prototype and goal to receive specific feedback on your idea.

**What to keep in mind**

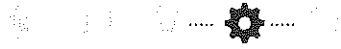
Don't invest too much time in perfecting your feedback prototypes. They are meant to start a conversation about how to change and improve them, not to prove that they are right.

**1. Define what to test**

With your team, evaluate your prototype and determine what kind of feedback you are looking for: what is the most important question you want to ask? Do you want to get feedback on the first impression of your idea? Are you trying to learn whether people would participate in a new activity you designed? Are you wondering whether people will change behaviors over time because of your concept? Capture your thoughts and create a list that will remind you of the goals of your research.

**2. Build a prototype to share**

Create prototypes that communicate a main idea and highlight the aspects you want feedback on. Prepare various versions that emphasize different facets of your idea to find out what resonates with people.



**Step**  
Get Feedback



**Mode**  
Hands-On



**Time Needed**  
~20-30 min



**Time Type**  
Intermittent

# Identify Sources for Feedback

It's often eye-opening to see a prototype in context. Choose where and how you want to receive feedback on your idea, depending on the resolution of its development.



**Team**  
2-4 People

## What it gets you

A plan for your feedback activities.

## Keep in mind

The direct interaction with a feedback participant in a conversation enables you to ask questions immediately, and to test changes to your prototype on the spot. This is particularly helpful when you are trying to move fast.

The responses you receive from participants using your prototype and self-documenting their experience over a period of time can help you understand the longer-term impact of your concept.

## 1. Consider the setting

Decide what context you want to share your idea in. Is it helpful to first show a rough idea in an informal setting you are familiar with? Will you learn the most from seeing your prototype in the context it will be used in? Can you let people experience your prototype without further explanation in various places?

## 2. Define feedback activities

Based on what you are trying to learn, carefully plan your feedback activities. Arrange for a conversation if you are interested in a first impression. Set up an activity or service as if it were real if you want to observe peoples' actual behaviors. Consider letting people use a prototype over a period of time if you are interested in its longer-term impact.

Revisit the following research activities (find more information on their respective method pages):

- » Learn from individuals
- » Learn from groups
- » Learn from experts
- » Learn from peers observing peers
- » Learn from peoples' self-documentation

**Step**

Get Feedback

**Mode**

Hands-on

**Time Needed**

~30-60 min

**Time Type**

Intermittent

# Invite Feedback Participants

**Team**

2-4 People

People who have continuously seen the development of your idea can provide detailed feedback, while those new to the concept can help you understand which aspects are most appealing and/or difficult. Consider which perspectives are most important to evolve your idea.

**What it gets you**

Activities and appointments to get feedback on your prototype.

**What to keep in mind**

Feedback is helpful even if your idea is still rough. It's easier to informally share early prototypes with friends and colleagues first, before setting up feedback sessions.

Don't be afraid of the skeptics: often, you will learn the most from your worst critic.

**1. Decide on who to involve**

Create a list of people you want to engage in the feedback process. Revisit the overview of your audience. Discuss whom you will learn the most from. Include people you have met during your field research as well as new participants.

**2. Plan the interaction and logistics**

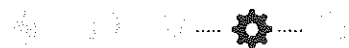
Determine a meeting place and timeframe for your feedback sessions. Consider asking participants to use your prototype ahead of meeting you.

**3. Invite participants**

Reconnect with participants you met earlier in the process. They are generally excited to see the progress of your idea development. Identify new participants within and outside of your network.

**4. Track your recruiting progress**

Create an overview that helps everyone on your team keep track of the activities, progress and scheduling.

**Step**

Get Feedback

**Mode**

Hands-On

**Time Needed**

~30-60 min

**Time Type**

Continuous

# Build a Question Guide

A good feedback conversation is a mix of spontaneous reactions to your prototype as well as structured questions designed to compare various peoples' opinions about the same topic. Prepare a question guide that helps you navigate both sides.

**Team**

2-4 People

**What it gets you**

A guide to getting the most out of your feedback conversations.

**What to keep in mind**

Create the sense of a collaborative work session to build on and develop your prototype, rather than a critique. Avoid yes/no questions and invite people to think of improvements.

**1. Choose open questions**

Revisit questions that came up during the development of your idea. Pick those that you want to include in feedback sessions. With your team, discuss other areas to explore.

**2. Frame questions to encourage build**

Formulate your questions so that they lead to constructive feedback and encourage participants to build on your idea, such as:

- » "Can you describe what excites you the most about this idea, and why?"
- » "If you could change one thing about this prototype, what would it be?"
- » "What would you like to improve about this idea?"

**3. Arrange your question guide**

Organize your questions according to the following structure:

- » Start with general impressions. Let the participants share their initial thoughts about your concept.
- » Ask for specific feedback about your idea.
- » Open up the discussion and encourage a broader conversation.

Create a readable format of the question guide, so you can glance at it quickly during your conversation. Be mindful of the timing of your conversation.



**Step**  
Get Feedback



**Mode**  
Interaction



**Time Needed**  
~30-60 min



**Time Type**  
Continuous

# Facilitate Feedback Conversations

The most important ingredient in a feedback conversation is honesty: people may feel shy about telling you what they really think of your idea if they know that you are very invested in it. Create a setting that encourages an open conversation.



**Team**  
2-4 People

## What it gets you

Constructive feedback on your prototype.

## What to keep in mind

Try to let participants experience your concept, rather than just talking about it: let them interact with a prototype in their own context, or integrate them into a roleplay.

### 1. Invite honesty and openness

Introduce your prototype as a sketch that you are working on. Make it clear that the development of your idea is still in progress, and that you have not spent much time on building the prototype or refining the details.

### 2. Provide multiple prototypes

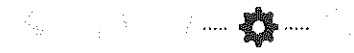
Prepare various versions of your prototype to encourage people to compare and contrast.

### 3. Stay neutral

Present all concepts with a neutral tone. Don't be defensive—listen to all the feedback and take notes both of the positive and negative comments.

### 4. Adapt on the fly

Encourage participants to build on the idea, and change your prototype right away. Be ready to eliminate or change parts of the idea.

**Step**

Get Feedback

**Mode**

Reflective

**Time Needed**

~30-45 min

**Time Type**

Continuous

# Capture Feedback Learnings

Feedback conversations are rich in information, and the subtle impressions of a participant's reactions are often most important to remember. Take some time right after your session to capture what you have observed.

**Team**

2-4 People

**What it gets you**

A summary of new ideas and perspectives on how to improve your concept.

**What to keep in mind**

Don't shy away from changing your prototype in between feedback conversations. Test your iterations right away.

**1. Find a space and time**

Plan for some extra time after a feedback session, so you can share your impressions right after your conversation when they are still fresh in your mind.

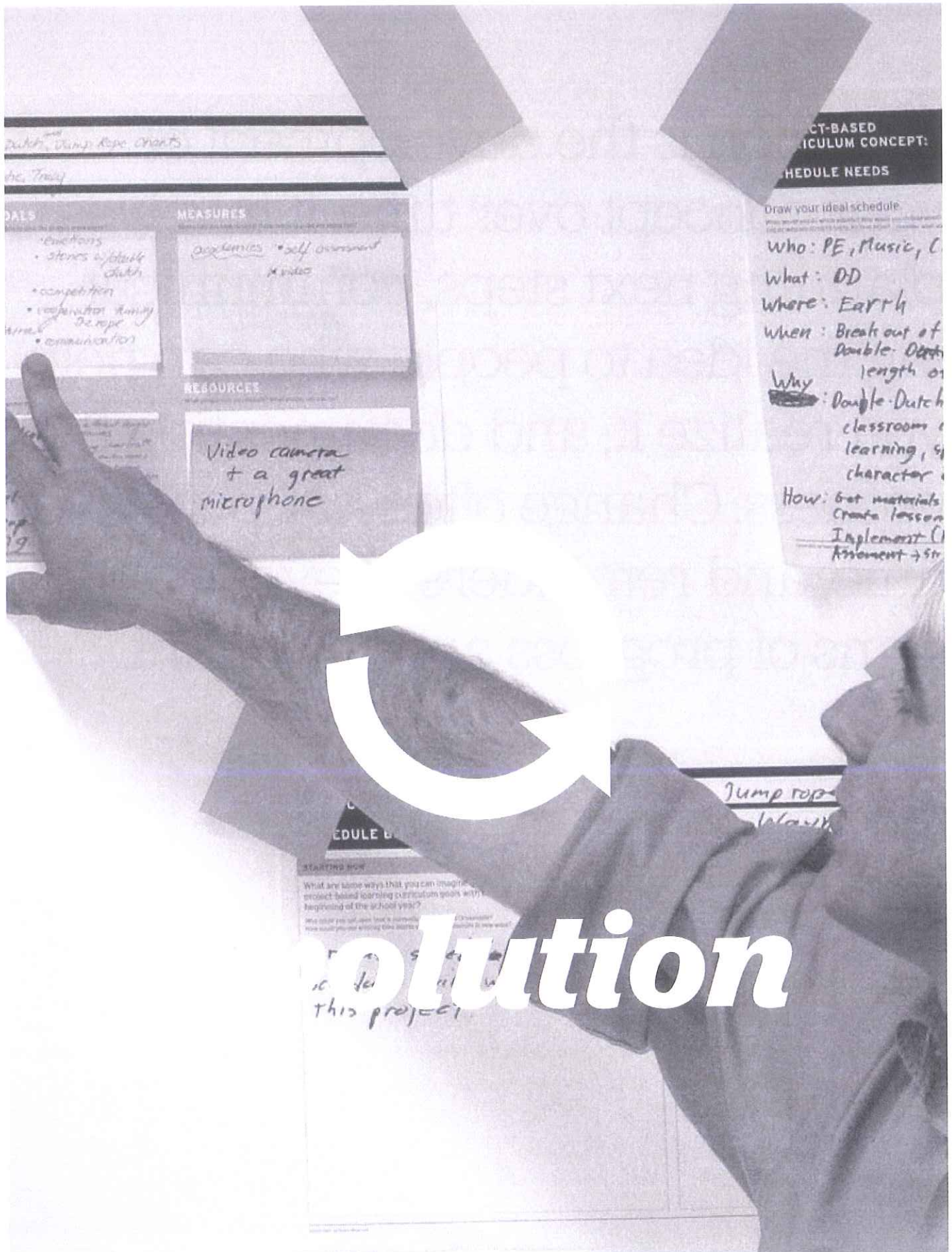
**2. Share your impressions**

Discuss the conversation with your team. Compare each other's learnings. Take notes on your conversation. Consider using the following prompts:

- » What did participants value the most?
- » What got them excited?
- » What would convince them about the idea?
- » Which parts would participants like to improve?
- » What did not work?
- » What needs further investigation?

**3. Capture your ideas and design iterations**

Discuss how to improve your prototype and capture ideas for a next iteration immediately.



Dutch Jump Rope Chants

the, Tracy

#### GOALS

- Emotions
- stories w/ Dutch Dutch
- competition
- cooperation during
- communication

#### MEASURES

- self assessment
- video

#### RESOURCES

Video camera  
+ a great  
microphone

#### PROJECT-BASED CURRICULUM CONCEPT:

##### SCHEDULE NEEDS

Draw your ideal schedule.

Who: PE, Music, C

What: DD

Where: Earth

When: Break out of

Double Dutch

length of

Why: Double Dutch

classroom

learning, s

character

How: Get materials

Create lesson

Implement (I

Assessment → 50

evolution

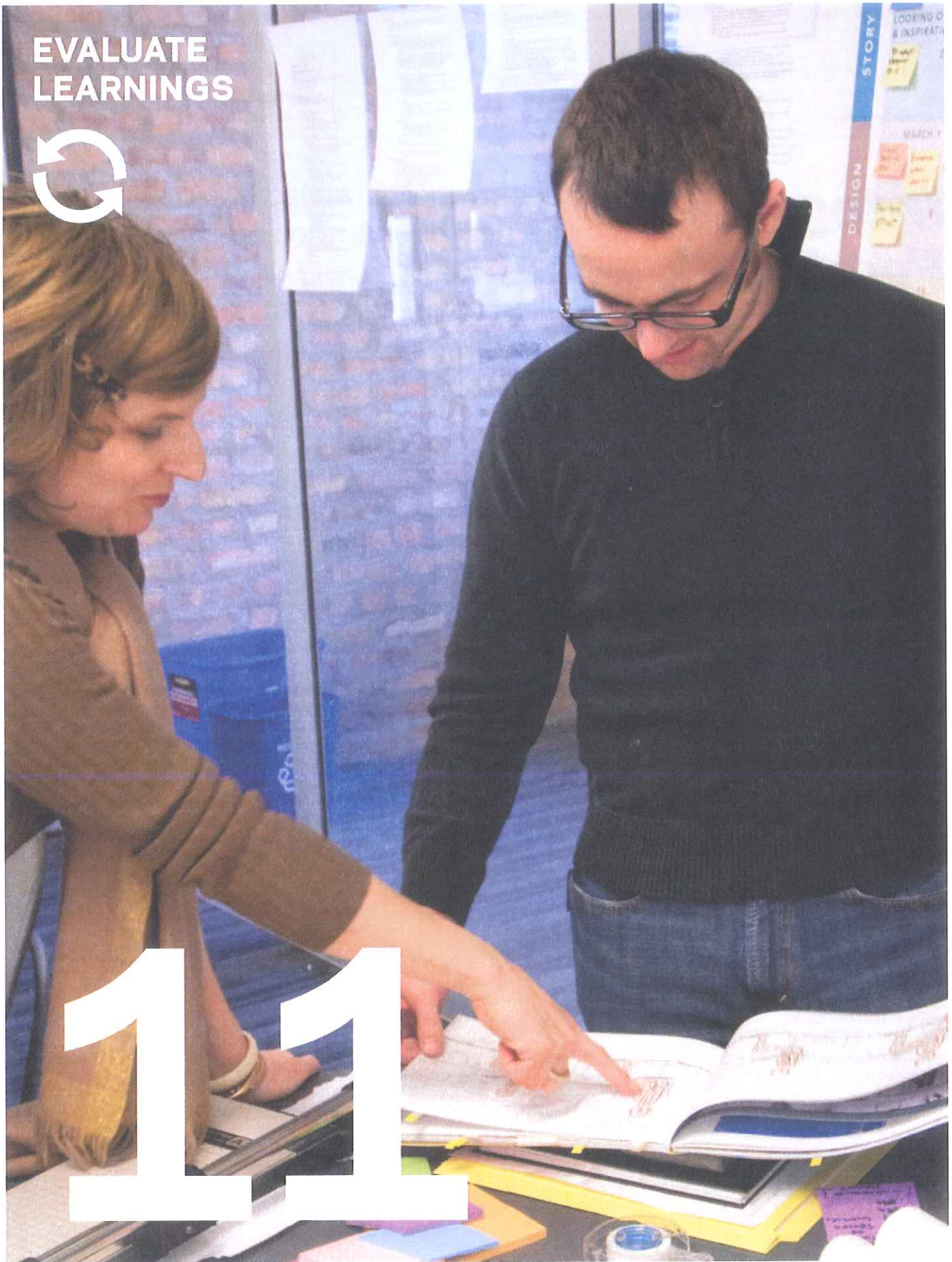


Evolution is the development of your concept over time. It involves planning next steps, communicating the idea to people who can help you realize it, and documenting the process. Change often happens over time, and reminders of even subtle signs of progress are important.

EVALUATE  
LEARNINGS



11





**Step**  
Evaluate Learnings



**Mode**  
Reflective



**Time Needed**  
-30-60 min



**Time Type**  
Continuous

# Integrate Feedback

Feedback is invaluable to developing an idea, but can also be quite confusing. It may be contradictory, or may not align with your goals. Sort through the responses you receive and decide on what to integrate in your next iteration.



**Team**  
2-4 People

## What it gets you

Iterations of your concept based on feedback.

## What to keep in mind

Do not take feedback literally. You don't need to incorporate every suggestion you receive. Look at feedback as an inspiration for better ways of solving the problem. For example, instead of reasoning that "The participants didn't like the couches, so we shouldn't have any," think of it as "They didn't like the couches so maybe the space should offer a more active feel." Then explore what that means and find new ideas.

## 1. Cluster the feedback

As a team, discuss the reactions you received to your prototypes. Start by sharing the impressions you captured right after your feedback conversations. Take notes on Post-its. Sort and cluster the feedback: what was positively received? What concerns came up? What suggestions and builds did you find?

## 2. Evaluate the relevance

Take a moment to revisit where you started. Look at your earlier learnings and ideas. What was your original intent? Does it still hold true, based on the feedback you have received?

Prioritize the feedback: what is most important to making it a success? Sort your notes and create an overview of which feedback you want to respond to.

## 3. Iterate your prototype

Incorporate valuable feedback into your concept. Make changes where people saw barriers. Emphasize what was well received. Then, create a new prototype that you can share. Go through feedback cycles repeatedly and continue to improve your concept.

**Step**

Evaluate Learnings

**Mode**

Reflective

**Time Needed**

~30-45 min

**Time Type**

Continuous

# Define Success

As your concept evolves, you can begin to measure its impact. Define a set of criteria for success to help guide and evaluate the development as you scale and build on your idea.

**Team**

2-4 People

**What it gets you**

Criteria to evaluate the success of your concept.

**What to keep in mind**

Consider your criteria for success a tool that helps you identify which parts still need further improvement. Don't just rule out ideas.

You might find that a prototype offers some added benefit that you hadn't intentionally considered. Take note of that and consider refining that feature.

## 1. Consider the people involved

Make a list of all the people your concept touches. Revisit your initial overview of the audience. Consider which values your concept has for each of these groups of people: is the prototype being used by the people you intended it for? What do they appreciate about your concept?

## 2. Identify measures for success

As a team, discuss what success means for you:

- » Are you hoping to count on a large number of colleagues attending an event?
- » Which stories would you like to hear parents tell?
- » What would a report on the school website say?
- » What would you tell the school's leadership in order to receive more funding?
- » What would you like to hear a student say about your idea?

Write down what kind of impact you are looking for.

## 3. Track what happens

Think about how you want to measure the impact. Will you actively ask people? Are you waiting for a parent to approach you? Can you count numbers?

Plan how to track these indicators. Observe and take notes on the impact over time.

## 4. Continue

Monitor the progress of your idea, periodically reconsidering these criteria.

BUILD  
THE  
EXPERIENCE



12

**Step**

Build the Experience

**Mode**

Hands-On

**Time Needed**

~30-45 min

**Time Type**

Intermittent

# Identify What's Needed

In order to realize your concept, you will need various resources and capabilities, namely materials, money, time and people. Specify what exactly it will take to make your idea come to life.

**Team**

2-4 People

**What it gets you**

An overview of what it takes to realize your idea.

**What to keep in mind**

Your needs may be larger than the support you can receive from your school. Don't give up. Find ways to creatively make your concept work within those constraints. Can you involve an extra person to lessen the workload? What can you do with existing materials?

Reflect on how your idea will be sustained over time. Can it scale? Will it live on without your involvement? Build a foundation for longer-term impact.

**1. Specify materials**

Make a list of all the materials you will need to build your concept. Are these supplies available at your school? Will you need to purchase any new assets?

**2. Calculate funds**

Money will always be a scarce resource in an educational context. Don't let this discourage you. Think about creative ways to hold a fundraiser. Look into applying for a grant. Consider opportunities to tap into existing budgets. Don't forget to explore how to realize your idea without any money as a brainstorm challenge.

**3. Estimate timeframes**

Specify the amount of time that you'll need to create your concept. Do you need time for preparation? Does anyone need to be trained? Do you want to use an existing meeting time differently?

**4. Identify people**

Create an overview of people who can help realize your idea. What capabilities are you looking for? Who is invested in supporting the concept? Do you need to find someone to champion the idea? Capture your needs on Post-its. Sort them and identify which capabilities you have inside your school, and which you'll have to find externally. Think about leveraging the larger network and including parents, alumni and/or neighbors.

**Step**

Build the Experience

**Mode**

Interaction

**Time Needed**

~45-60 mins

**Time Type**

Continuous

# Pitch Your Concept

A credible and inspiring story will help convince others to support your concept. Build your pitch to motivate others to help bring the idea to life.

**Team**

2-4 People

**What it gets you**

A story that can convince potential supporters of your concept's strength.

**What to keep in mind**

Begin by communicating what excites you the most—talk about the opportunity and the bigger ideas rather than small details. This enables others to see the value and contribute to the concept.

**1. Know your audience**

Think about who you are trying to get excited about your idea. Put yourself in the shoes of the listener: what will get them interested in your idea? What will they be motivated by?

For example:

- » For educators: how is it going to help me do my job? How is it going to help my students succeed?
- » For administrators: How does this affect the way our school is viewed?
- » For parents: how is this going to help my child succeed in school?
- » For students: how is it going to make learning more fun?
- » For potential team members: why would I want to be part of this? What's in it for me?

**2. Highlight the potential**

Create a provocative statement for your idea. Get your audience excited about the opportunities you see. Frame it as "What if...?"

**3. Build a narrative**

Tell a brief and engaging story, focusing on the most important aspects of your concept. Describe what inspired your idea, and how it responds to the needs you learned about.

**4. Communicate the value**

Explain the value your idea provides for the various people involved. Be explicit and illustrative in your descriptions.

**5. Be specific about your needs**

Be clear about what you want from your audience. Draw from your list of needs and communicate what support you need.

**6. Encourage contribution**

Invite others to join the conversation or help build the concept. Consider engaging your audience in an activity that lets them experience and participate in the design process.

**Step**

Build the Experience

**Mode**

Interaction

**Time Needed**

~30-45 min

**Time Type**

Intermittent

# Build Partnerships

**Team**

2-4 People

Often you do not have all the capabilities or resources available to realize an idea. Look outside and find partners who can help you bring a concept to life.

**What it gets you**

Additional resources, capabilities and inspiration to realize your concept.

**What to keep in mind**

Don't be intimidated by different work styles that you encounter from your partners: every educational institution has its particular character, and corporate or private organizations operate in their own ways. Look at these differences as a learning opportunity.

**1. Specify your needs**

Revisit the list of needs you created for your concept. Consider which needs you have the resources for, and which you cannot do yourself.

**2. Identify partners**

Create an overview of organizations or individuals that have capabilities you are missing. What is your relationship with them? How can you reach out to them? Make a list of who will contact these potential partners.

**3. Structure the collaboration**

Adapt your pitch story to share the excitement about an idea with new partners and clearly communicate your hopes for the collaboration. Write down goals, meeting times and responsibilities to build a common understanding of everyone's contributions.

**4. Learn from each other**

Make your interactions with a partner a true exchange of meaningful ideas. Have an open dialogue about your progress, ask lots of questions and actively encourage partners to share their thoughts.

**Step**

Build the Experience

**Mode**

Hands-On

**Time Needed**

~30-45 min

**Time Type**

Continuous

# Plan Next Steps

The implementation of an idea requires a different approach from its generation. When your idea has evolved into a solid concept, it's time to plan the next steps. With your partners and team, create a timeline for bringing the concept to life.

**Team**

2-4 People

**What it gets you**

A calendar outlining team members' involvement in realizing your concept.

**What to keep in mind**

An idea often changes significantly when people start using it and adjust it to their own needs. Consider adaptations as yet another learning opportunity.

The success of a concept largely depends on the people who are invested in bringing it to life. Build a strong team and let people feel ownership of their contributions.

**1. List tasks**

Create an overview of all the actions that need to be taken to build your concept. Write them down on Post-it Notes. Use different colored Post-its to capture open questions.

**3. Identify gaps**

Are there activities that you can't assign to anyone, or open questions you can't find an answer to? Create a list of tasks that you need to seek help with.

**2. Assign champions**

Appoint a person on your team or a partner to each of the tasks you have identified. Review the questions. Decide who will be responsible for finding an answer. Write the name of the person responsible for a task on that Post-it Note.

**4. Create a timeline**

Map all the tasks to a timeline. Form agreements about the timing and commit to certain dates.

**5. Plan regular check-ins**

Set up a time for a regular, informal team meeting (for example, a weekly breakfast check-in of 30 minutes) to keep the momentum going. Use this time to share thoughts, ideas and concerns.

**Step**

Build the Experience

**Mode**

Hands-On

**Time Needed**

~30-60 min

**Time Type**

Intermittent

# Document Progress

Once an idea has been implemented and become a part of everyday life, it is easy to lose sight of its impact. Change often happens slowly, and subtle reminders of success are important.

**Team**

2-4 People

**What it gets you**

Evidence of the impact your concept is creating over time.

**What to keep in mind**

Make sure to keep your eyes open for both positive as well as unintended signs of impact. It's often the workarounds and unintentional use of concepts that inform new design challenges.

**1. Track signs of change**

Use the research skills you acquired during the Discovery phase to observe indicators of change over time. Have you noticed different behavior? Have the relationships between people changed? Did you notice comments from your students? Ask questions, listen to stories and take notes and photos.

**2. Share stories**

Arrange reflection meetings with your team. Tell each other stories of your observations. Write down quotes and observations and identify common themes.

**3. Discuss effects**

As a team, reflect on the changes you have noticed. Compare your impressions with initial circumstances. Revisit the learnings from your early discoveries. Consider creating a "before/after" overview.

**4. Celebrate achievements**

Build an awareness of the changes that have come from your concept. Even if incremental, celebrate with your colleagues and encourage their continued involvement.

**Step**

Build the Experience

**Mode**

Reflective

**Time Needed**

~60-90 min

**Time Type**

Continuous

# Share Your Story

**Team**

2-4 People

Stories are the most powerful way to communicate the experience of the design process. Craft a story that can be shared broadly.

**What it gets you**

A compelling story communicating your experience and result.

**What to keep in mind**

Adapt your story based on which audience you are telling it to. What would you tell your headmaster? What do you want parents to take away from it? How would you present this to the school board?

**1. Collect memories**

With your team, spend time recollecting the experience of this process. Remember favorite moments, surprising encounters and the most challenging days. Take notes on Post-its.

**2. Build a narrative**

Create a story about your experience. Use the prompts below to structure your thoughts.

Create an overview:

- » What challenge did you start out with?
- » Who was part of the team?
- » What partners did you integrate?
- » What needs did you find out about?
- » How did you respond to what you learned?
- » What experience did you create?

Talk about interesting experiences:

- » What was the most surprising thing you learned while looking for inspiration?
- » What was your most absurd brainstorm idea? The most creative prototype?

Share your impressions:

- » Which moments of the experience were most rewarding?
- » Which part of the process was most difficult?

Use photos to illustrate your story.

**3. Spread your story**

Consider various methods of sharing your story. Create materials that help your team members communicate the story. Craft an email that can be forwarded. Write a short description that can be integrated in a letter to parents or an article for the school's website.

Early College High School at Delaware State University – Personalized Growth Plan

(Note: This plan is a sample to show how students will work with their advisor to plan their academic program. A new plan will be created each year, but it will be based on the success of the previous year.)

School Year:	Student:	High School Space										College Space									
		High School to College Transition:										1	2	3	4	5	6	7	8	9	10
STEM Pathway:	Advisor:	Explain Transition Assessment:																			
Community Partnership:																					
Personal Portrait of a Graduate (Describe the person you want to be when you graduate from Early College High School at Delaware State University):																					
Habits of Mind																					
Students at Early College High School at DSU will strive to be:  1. Open-minded and flexible in their thinking 2. Curious listeners who seek understanding 3. Persistent in the face of challenges 4. Diverse thinkers who listen to and value diverse perspectives and approaches 5. Intellectual risk-takers 6. Engineers of knowledge connecting and building understanding 7. Inclusive of the arts as an expression of culture and tool for learning 8. Thoughtful of the ethical implications of questions, problems, and novel situations 9. Critical thinkers with healthy skepticism to analyze the critical assumptions of arguments 10. Humble and able to express joy at the success of others		At which Habits of Mind to you excel?								Which Habits are more challenging for you?											
		Select two <b>Habits of Mind</b> to develop this school year. Explain why you picked those two Habits and describe a plan for how you will develop these Habits in the coming year.																			

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	Plan for Reaching My Goals Include Dates and Timelines	Resources Needed	Quality Assessment
MATHEMATICS: Apply critical thinking and problem solving skills to forge real-world solutions and will exercise sound reasoning and understanding in the subject of mathematics. The goal is for students to think critically about the use and application of math in different situations and challenges, while deepening their knowledge of fundamental areas of mathematics			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since August? What evidence can you share?	
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	Plan for Reaching My Goals Include Dates and Timelines	Resources Needed	Quality Assessment
SCIENCE: Students will be able to apply scientific inquiry and systems thinking skills whenever a situation demands. Students are asked to see a web of relationships rather than focusing only on single details, equipping them with a more effective way of interpreting the complexities of the world in which they live—a world that is increasingly dynamic, global, and multifaceted.			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	

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COMMUNICATIONS: Students will be able to <b>think and communicate with clarity and precision</b> , learning to understand their audience, to write, read, speak, and listen well, to use various forms of technology and artistic expression to convey thought and feeling, and to be exposed to another language and culture.			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	Plan for Reaching My Goals Include Dates and Timelines	Resources Needed	Quality Assessment
SOCIAL REASONING: Students will possess global awareness and be able to decipher the world around them, skillfully employing knowledge of world regions and cultures, demonstrating respect and concern for other cultures, and using information from both local and national sources to think about and analyze issues in the world.			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	Plan for Reaching My Goals Include Dates and Timelines	Resources Needed	Quality Assessment
COMMUNITY CONNECTIONS: Students will exhibit <b>personal and social responsibility</b> , which includes leadership, productivity, self-direction, and teamwork. Measured by growth in these areas, students will set and pursue personal, academic, family, and civic goals. They will demonstrate the knowledge and skills needed to make good ethical decisions; to become informed, thoughtful, and responsible citizens; and to participate in the life of their school, community, and the wider world through service and volunteer opportunities. What are you goals for <b>service learning</b> , <b>action research</b> , or the <b>capstone project and exhibition</b> ?			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?		Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?	

# Early College High School at Delaware State University – Personalized Growth Plan

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# End of Year Reflection

**(In responding to the questions below, provide specific details, examples, and evidence.)**

**Think about all you have done and learned during this school year. How have you changed as a learner? How have you changed as a person?**

**How close are you to becoming the person you describe in the Personal Portrait of a Graduate? Where have you grown the most this year? What will you focus on next?**

# Curriculum Framework for English Language Arts

**School:** Early College High School at Delaware State University

**Course:** Self Discovery and the American Experience

**Curricular Tool:** Literature – Holt McDougal

**Grade:** 9

Over-Arching Big Idea: <ul style="list-style-type: none"> <li>The Self as Innovator</li> </ul>			
Over-Arching Enduring Understands: <ul style="list-style-type: none"> <li>Individual passion and engagement are at the heart of creativity</li> <li>Innovation is an action</li> </ul>		Over-Arching Essential Questions: <ul style="list-style-type: none"> <li>What is Creativity?</li> <li>What is Innovation?</li> <li>What does it mean to be an innovator?</li> </ul>	
Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<b>Unit One: The Early America – (The Beginning to 1800's)</b> <b>Timeline : 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.3</b> Knowledge of Language: Apply knowledge of language to understand how language functions in different</p>	<p>Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face.</p> <p>Good readers use many different strategies to comprehend text.</p> <p>Early American literature is a complex mixture of cultures and eras.</p> <p>Powerful writing with a strong voice has the power to evoke emotion and move people to action.</p> <p>Writing helps us to define who we are, reflect on experiences,</p>	<p><b>Essential Questions:</b> What do good readers do?</p> <p>What is the author saying? How do I know? What is the gist?</p> <p>How do the early voices of American literature display a tapestry of different voices?</p> <p>What do we learn about a time period through its Literature?</p> <p>How does writing both reflect the society from which it comes and shape the society in which it is written? Why write? Why share</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Short response writing/Quickwrites</li> <li>Learning logs</li> <li>Writing to prompts</li> <li>Participation in literature circles</li> <li>Documentation of active learning strategies</li> <li>Exit tickets</li> <li>Participation in class discussion</li> <li>Collaborative work</li> <li>Socratic circles</li> <li>Reflective journaling</li> <li>Summarizing</li> <li>Homework assignments</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC.9-10.L.4.a</b> Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>CC.9-10.L.4.b</b> Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.L.4.d</b> Vocabulary Acquisition and Use: 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> <p><b>CC.9-10.L.5.a</b> Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p> <p><b>CC.9-10.L.5.b</b> Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.</p> <p><b>CC.9-10.L.6</b> Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>challenge injustice, and explore what we know.</p>	<p>experiences in writing?</p> <p>What is the relationship between the writer, reader, and subject in persuasive writing?</p> <p><b><u>Learning Targets:</u></b> Students will understand reading skills and strategies.</p> <p>Students will be able to apply literary elements</p> <p>Students will be able to use good reader strategies.</p> <p>Research Strand Application: Students will be able to use persuasive speech using information from the I-Chart.</p> <p>Student will be able to use the following traits of writing:</p> <ul style="list-style-type: none"> <li>• Development</li> <li>• Organization</li> <li>• Style/voice</li> </ul> <p>Students will be able to use the following modes of development:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Description</li> <li>• Persuasion</li> <li>• Persuasive techniques</li> </ul>	<p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.W.1</b> Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC.9-10.W.10</b> Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>CC.9-10.L.3.a</b> Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>			
<b>Unit Two: AMERICAN ROMANTICISM (1800-1860)</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Authors use their craft of writing to challenge current</p> <p>Writers use their craft with language to comment on the current society.</p> <p>Writing allows authors to become a narrator or speaker</p>	<p><b>Essential Questions:</b>  How is literature a product of the time period in which it was written?</p> <p>What are the characteristics of Romanticism?</p> <p>How is Romanticism</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order</p>	<p>who is not themselves and explore the dark side of human existence: disease, madness, death, destruction, and the supernatural.</p> <p>Good readers use many different strategies to comprehend text and capture their thinking. When one strategy doesn't work, they switch to a new strategy.</p> <p>Audience and purpose influence the use of literary techniques.</p> <p>A writer's word choice and syntax are characteristics of voice which help personalize the text.</p>	<p>reflected in the literature of this period?</p> <p>In what ways does the Romantic period seem better than the contemporary American period? In what ways does it seem worse?</p> <p>Where do ideas come from? What makes writing flow?</p> <p>What is the relationship between the writer, reader, and subject in expressive writing?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to use reading skills and strategies for analyzing graphic information, analyzing historical context, summarizing, comparing and contrasting, evaluating evidence, recognizing bias, comparing literature, and generating a purpose for reading.</p> <p>Students will be able to understand literary elements including romanticism, transcendentalism, gothic, argument.</p> <p>Students will be able to</p>	<ul style="list-style-type: none"> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>identify short works of literature</p> <p>Students will be able to use good reader strategies to predict, connect, and question.</p> <p>Students will be able to use literature-based vocabulary.</p> <p>Students will be able to use expressive writing to write personal memoirs or personal declarations ("I am...").</p>	
<b>Unit Three: THE CIVIL WAR ERA (1850 – 1880)</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely</p>	<p>Just because you had a strong reaction to a text doesn't mean you understood the text.</p> <p>Different readers may respond to the same text indifferent ways. The better responses are those that provide greater insight into the text and/or the issues raised.</p>	<p><b>Essential Questions:</b></p> <p>What makes a text great? What is the relationship between popularity and greatness in texts?</p> <p>How does the distance and reflection of time impact our perception of greatness?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and</p>	<p>During the Civil War, Americans created a literary record that ranged from vivid accounts of wartime life to profound expressions of faith in American ideals.</p> <p>The literature produced by and about the civil rights struggle of African Americans challenges American ideals of liberty, prosperity, and independence.</p> <p>Often the intent of an author of fiction is to expose the truth about human nature.</p> <p>Readers are able to recognize their own thoughts and behaviors in literary characters.</p> <p>Prior experiences influence a reader's perceptions and insights about their reading: As a result, a reader's response to text is an individually unique experience.</p>	<p>From whose viewpoint are we reading?</p> <p>How is the Civil War and its surrounding issues reflected in the writing of the time period?</p> <p>What made the poetry of Whitman and Dickinson revolutionary?</p> <p>How can a literary piece of text reveal truth?</p> <p>How does literature reveal us to ourselves?</p> <p>How do a reader's experiences influence his/her response to text?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to use timelines, bar graphs to analyze cause and effect relationships.</p> <p>Students will use identify the author's purpose, summarize main idea, evaluate arguments, compare literature.</p> <p>Students will be able to</p>	<ul style="list-style-type: none"> <li>Exit tickets</li> <li>Participation in class discussion</li> <li>Collaborative work</li> <li>Socratic circles</li> <li>Reflective journaling</li> <li>Summarizing</li> <li>Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>Writing assignments</li> <li>Formal essays</li> <li>Projects and presentations</li> <li>Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>identify allusion, figurative language imagery, metaphor, poetic language</p> <p>Students will use literary elements such as free verse, rhyme, and personification.</p> <p>Students will be able to use good reader strategies to connect, question, predict, and visualize.</p> <p>Students will be able to refine expressive writing.</p> <p>Students will be able to use various forms of writing.</p>	
<b>Unit Four: REGIONALISM AND REALISM (1880 - 1910)</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p>The impact of a text on a reader is influenced by the reader's experience.</p> <p>In the past cultural differences among people from various parts of the United states were more marked; writers celebrated this diversity.</p> <p>Shifts in and author's perspective often swing on a</p>	<p><b>Essential Questions:</b></p> <p>What are the basic characteristics of Realism, Regionalism, and Naturalism? How are they reflected in the literature of the time period?</p> <p>How do you think the historical and cultural trends of this period continue to</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> </ul>

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<p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>pendulum often reacting to what came before.</p> <p>A writer chooses a particular form for writing based on the needs of the audience and the writing context.</p> <p>Good researchers employ strategies to help them research information.</p> <p>Good researchers extract information from sources and draw logical conclusions.</p>	<p>affect the United States today?</p> <p>How do writers communicate clearly?</p> <p>What is the relationship between the writer, reader, and subject in informative writing?</p> <p>Why conduct research?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will use reading skills and strategies to analyze graphic information, draw conclusions, summarize, compare and contrast, analyze comic devices, classify, analyze author's purpose, preview/predict, draw conclusions about characters, evaluate style.</p> <p>Students will use literary elements such as regionalism and realism, dialect, imagery, naturalism, text structure, dramatic monologue, tone</p> <p>Students will use reading skills and strategies such as comparing and contrasting, applying background</p>	<ul style="list-style-type: none"> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

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<p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>knowledge, analyzing author's viewpoint, predicting, clarifying meaning, analyzing cause and effect relationships, analyze setting, analyze sequence, and analyze character.</p>	
<b>Unit Five: BEGINNINGS OF THE MODERN AGE (1910 - 1930)</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p>Modern American literature developed during a turbulent time and is characterized by extremes, rapid change, and clashing values.</p> <p>Literature presents complex stories in which the inner and outer lives of human beings are revealed.</p> <p>Reading for meaning often requires imagining</p>	<p><b>Essential Questions:</b></p> <p>How was Modernism a departure from the American literary history?</p> <p>How is Modernism reflected in the literature of the time period?</p> <p>What social and cultural forces shaped the Harlem Renaissance?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class</li> </ul>

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<p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>conversation with and questioning of the author. You must consider the author's perspective and respond.</p> <p>A writer's word choice and syntax are characteristics of voice which help to personalize text.</p> <p>A writer is influenced by her experiences.</p>	<p>How do writers express their thoughts and feelings? Where do ideas for writing come from?</p> <p>Why am I writing? For whom? How does that affect what and how I write?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to identify literary elements such as sonnets, meter, repetition, juxtaposition, historical narrative, metaphor, allusion, and stanzas.</p> <p>Students will use good reader strategies for connecting, questioning, predicting, visualizing, summarizing, activating background knowledge, inferencing, and monitoring.</p> <p>Students will be able to use the following traits of writing</p> <ul style="list-style-type: none"> <li>• Development (review)</li> <li>• Style/voice (review)</li> <li>• Organization (review)</li> <li>• Sentence fluency</li> </ul>	<p>discussion</p> <ul style="list-style-type: none"> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

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<p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>(review)</p> <p>Students will be able to use the follow modes of development:</p> <ul style="list-style-type: none"> <li>• Description (review)</li> <li>• Narration (review)</li> <li>• Exposition</li> <li>• Definition</li> <li>• Verse</li> </ul>	
<p><b>Unit Six: FROM DEPRESSION TO COLD WAR (1930 – 1960)</b>  <b>Timeline: 2 weeks</b></p>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to</p>	<p>Authors place their characters in believable situations, where they face difficult decisions.</p> <p>The solution to a problem often reflects the values of the era.</p> <p>Reading helps us form our opinions.</p> <p>The impact of a text on a reader is influenced by the reader's experiences.</p>	<p><b>Essential Questions:</b></p> <p>How does an author make characters seem real?</p> <p>Can a wrong action ever be right?</p> <p>What responsibility do we have for each other's welfare?</p> <p>How do texts about social and political issues affect</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.5</b> Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.9</b> Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter From Birmingham Jail), including how they address related themes and concepts.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10,</p>	<p>Author's combine facts and opinion to communicate perspectives and information.</p> <p>Truth is not determined by the number of people who believe it.</p> <p>Perception and belief are often assumed to be true, yet truth stands apart from human fallibility.</p> <p>Along with responsibility come risk and sacrifice.</p> <p>Stepping out into any frontier brings potential risks and sacrifices.</p> <p>Writers often use other authors' ideas to stimulate their own thoughts and incorporate these ideas in their writings, avoiding plagiarism.</p>	<p>me?</p> <p>How do texts help us to shape our decisions?</p> <p>How does a text reveal us to ourselves?</p> <p>What is evil? What forms does it take?</p> <p>What responsibility does an individual have in combating injustice?</p> <p>What is the difference between law and justice?</p> <p>What is more important, one's life or one's principles, and why?</p> <p>To what extent do we influence each other's behavior and thoughts?</p> <p>How does the historical and cultural context of this text find its way into the author's message?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to use reading skills and strategies for analyzing a character's motivation, beliefs and</p>	<ul style="list-style-type: none"> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><b>CC.9-10.R.L.3</b> Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.9-10.R.L.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>		<p>values in order to assume a persona; planning, organizing, and creating a graphic depiction of a character's life, explicit and inferred; relating themes, dilemmas, and challenges found in a novel to other real-life situations.</p> <p>Students will use literary elements to identify author's purpose, imagery, narrator, autobiography, idiom, plot Short works: speech, poem, memoir, graphic memoir, short story, and informational text.</p>	
<b>Unit Seven: INTO THE 21ST CENTURY</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p>	<p>Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face.</p> <p>Literature presents complex stories in which the inner and outer lives of human beings are revealed.</p> <p>When injustice is part of the basic fabric of a society, it may take a social revolution to change things.</p>	<p><b>Essential Questions:</b></p> <p>How is the literature of the 21st century remaking past literary traditions?</p> <p>What is post-modernism and how is it reflected in the literature of the late 21st century?</p> <p>How is America's constant struggle with nature and technology manifest in the literature of this time period?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p>The Hip Hop cultural movement of the late 21st century has both reflected culture and contributed to culture's creation.</p> <p>Audience and purpose influence the use of literary techniques.</p> <p>A writer selects a form based on her purpose.</p>	<p>How do texts help shape our decisions?</p> <p>What's old and what's new here? Have we examined this idea before? Does it matter?</p> <p>What is the relationship between reader and writer in persuasive writing?</p> <p>How do effective writers hook and hold their readers?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to identify literary elements such as tone, setting, satire, irony, indirect characterization.</p> <p>Students will use good reader strategies for analyzing graphic information, monitoring comprehension, analyzing cause and effect, activating prior knowledge, interpreting, analyzing imagery, evaluating, analyzing text structure, identifying topic sentences, comparing themes and</p>	<ul style="list-style-type: none"> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>cultures, analyzing concrete details, analyzing images, and predicting.</p> <p>Students will be able to use the following traits of writing</p> <ul style="list-style-type: none"> <li>• Development (review)</li> <li>• Style/voice (review)</li> <li>• Organization (review)</li> <li>• Sentence fluency (review)</li> </ul> <p>Students will be able to use the follow modes of development:</p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Narration (review)</li> <li>• Exposition (review)</li> <li>• Definition (review)</li> <li>• Persuasion</li> <li>• Persuasive techniques</li> </ul>	

# Curriculum Framework for English Language Arts

School: Early College High School at Delaware State University

Course: Culture and Connections in a Global Society

Curricular Tool: World Literature – Holt McDougal

Grade: 10

<b>Over-Arching Big Idea:</b> <ul style="list-style-type: none"> <li>Global Connections Past and present</li> </ul>	
<b>Over-Arching Enduring Understands:</b> <ul style="list-style-type: none"> <li>People create societies (systems) based on common ideas, beliefs, traditions and technologies</li> <li>As societies (systems) interact with each other, they change</li> <li>As societies (systems) evolve over time, they change</li> </ul>	<b>Over-Arching Essential Questions:</b> <ul style="list-style-type: none"> <li>How do we understand/analyze the development of distinct cultures? How do we use evidence to study change/the past?</li> <li>How have ancient cultures influenced modern ones?</li> <li>How do cultures change when they are exposed to new perspectives and environments?</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: The Americas</b> <b>Timeline : 1 week</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.3</b> Knowledge of Language: Apply knowledge of</p>	<p>Good readers employ strategies to help them understand the text.</p> <p>The early American cultures used literature to explain the world around them and their relationship with the world and the gods.</p> <p>The era of European exploration and conquest reshaped the ancient customs, literature, creating a legacy that challenges notions of identity, injustice, and multiculturalism.</p> <p>Good readers may use many</p>	<p><b>Essential Questions:</b> What does a good reader do?</p> <p>From whose viewpoint are we reading?</p> <p>What happens when one culture imposes its values and beliefs on another? What do you do when you don't understand everything in the text?</p> <p>How is the legacy of colonialism reflected to modern literature from the Americas?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Short response writing/Quickwrites</li> <li>Learning logs</li> <li>Writing to prompts</li> <li>Participation in literature circles</li> <li>Documentation of active learning strategies</li> <li>Exit tickets</li> <li>Participation in class discussion</li> <li>Collaborative work</li> <li>Socratic circles</li> <li>Reflective journaling</li> <li>Summarizing</li> <li>Homework assignments</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC.9-10.L.4.a</b> Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>CC.9-10.L.4.b</b> Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.L.4.d</b> Vocabulary Acquisition and Use: 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> <p><b>CC.9-10.L.5.a</b> Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p> <p><b>CC.9-10.L.5.b</b> Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.</p> <p><b>CC.9-10.L.6</b> Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>strategies that work, and they quickly try another one when the one they are using doesn't work.</p> <p>The Magic realism featured in some modern Latino literature explores the relationship between perception and reality.</p> <p>Both modern Latino and Native American literature explores the connections between the natural world and social issues, stressing geography and sensory experience.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will use reading skills and strategies to monitor comprehension, evaluate figurative language, analyze tone, identify sequence, visualize, analyze conflict, analyze characterization, analyze historical context, and connect to literature</p> <p>Students will understand literary elements such as metaphor, alliteration, oxymoron, point of view, setting and mood, style, dialect and idiom, and symbols.</p> <p>Students will read and discuss selected short stories and poetry from North, Central, and South America.</p> <p>Students will use Writing Workshop for Expressive activities.</p> <p>Students will use appropriate grammar taught in the context of student writing.</p>	<p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.W.1</b> Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC.9-10.W.10</b> Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>CC.9-10.L.3.a</b> Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>			
<b>Unit Two: Europe</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Through the ages literature celebrates and defines heroes by telling their stories.</p> <p>Medieval literature sought to harmonize beliefs of religious faith growing scientific reasoning.</p>	<p><b>Essential Questions:</b> What is the relationship between reader and writer?</p> <p>How is literature reflective of the time period in which it is written?</p> <p>What makes a text great?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order</p>	<p>The Renaissance and the humanistic movement reflect a shift in literature away from religious influence.</p> <p>Good readers ask questions about text to better understand what ideas require making inferences.</p> <p>Modernist literature challenges the reader to consider various ways to represent reality.</p> <p>Romanticism and realism exist on a continuum that presents various perspectives on reality.</p>	<p>What is the relationship between popularity and greatness in text?</p> <p>What is Romanticism? To what degree is Romanticism reflected in current culture? <b>Learning Targets:</b> Students will apply background knowledge, distinguish between fact and opinion, determine main idea and supporting details, identify genre, and evaluate evidence.</p> <p>Students will understand and discuss literary periods, satire, narrator, and persuasion.</p> <p>Students will be able to use reading skills and strategies for analyzing graphic information, analyzing historical context, summarizing, comparing and contrasting, evaluating evidence, recognizing bias, comparing literature, and generating a purpose for reading.</p> <p>Students will be able to understand literary elements including romanticism, transcendentalism, gothic,</p>	<ul style="list-style-type: none"> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b>Suggested Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>argument.</p> <p>Students will be able to identify short works of literature</p> <p>Students will be able to use good reader strategies to predict, connect, and question.</p> <p>Students will be able to use literature-based vocabulary.</p> <p>Students will be able to use expressive writing to write personal memoirs or personal declarations ("I am...").</p>	
<b>Unit Three: Africa</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely</p>	<p>Sometimes the writer makes his meaning plain; often, however, a reader must go beyond the surface to find the meaning.</p> <p>Understanding of text develops over time and experience.</p> <p>Trickster tales are often told to</p>	<p><b>Essential Questions:</b></p> <p>Why should a reader read like a writer?</p> <p>Why should a writer write like a reader?</p> <p>How does writing preserve immortality?</p> <p>Why conduct research?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and</p>	<p>reinforce morals about behavior or the nature of wisdom.</p> <p>Good researchers start with a clear purpose, topic, and audience when doing research. Good researchers employ strategies to help them find and manage information.</p> <p>Authors use different techniques/strategies to convince readers. Readers must apply criteria to evaluate credibility of information.</p> <p>Imperialism and the struggle of Africans to regain their freedoms have affected both black and white Africans and is documented by African writers.</p> <p>African authors have captured in many forms the problems created by independence.</p> <p>Good researchers use criteria to determine if a source is authoritative.</p> <p>Good researchers extract information from sources and draw logical conclusions.</p>	<p>What is the purpose for research?</p> <p>Why read nonfiction?</p> <p>How do various text structures influence the author's message or meaning?</p> <p>How do African authors explore the connections and contrasts between traditional and modern African ways of life?</p> <p>In what ways do researchers gather information?</p> <p>How does a researcher know that information is accurate?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to write effective short stories.</p> <p>Students will use identify the author's purpose, summarize main idea, evaluate arguments, compare literature.</p> <p>Students will be able to identify allusion, figurative</p>	<ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>		<p>language imagery, metaphor, poetic language</p> <p>Students will use reading skills and strategies to distinguish fact and opinion, analyze point of view, predict, identify sequence, make inferences, analyze style, and identify main idea</p> <p>Students will read and discuss folktales, fairy tales, and epics. Students will use literary elements such as free verse, rhyme, and personification.</p> <p>Students will be able to use good reader strategies to connect, question, predict, and visualize.</p> <p>Students will be able to refine expressive writing.</p> <p>Students will be able to use various forms of writing.</p>	
<b>Unit Four: SOUTHWEST AND SOUTH CENTRAL ASIA</b> <b>Timeline: 2 weeks</b>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and</p>	<p>Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges we face. They present complex stories in which the inner and outer lives of human beings are revealed.</p>	<p><b>Essential Questions:</b> What is the most essential function of writing?</p> <p>How are the “secrets of life” revealed by the sacred texts of southwest Asia?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.L.4.c</b> Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>CC.9-10.SL.1.d</b> Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>CC.9-10.W.7</b> Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>In the 20th century, southwest Asia became a focus of great political, social, and economic upheaval which has led to violent conflicts among Muslims, Israelis, and Westerners.</p> <p>Good research comes from a variety of sources.</p> <p>Good research is shared with in effective ways with intended audiences and for specific purposes.</p> <p>Just because you read a text doesn't mean that you understood it. Just because you had a strong response to the text does mean that you understood it either.</p> <p>Different readers may respond to the same text in different ways. The better responses are those that provide greater insight into the text and/or the issues raised.</p> <p>Different texts have different structures. Understanding a text's structure helps a reader better understand its meaning.</p> <p>A writer selects a form based on his purpose.</p>	<p>What influence does the dominating culture have over the literature and writing, and development of a weaker culture?</p> <p>How have recent political and cultural events affected the contemporary literature of southwest Asia?</p> <p>How do texts about social and political issues affect me?</p> <p>What am I trying to achieve through various genres of writing?</p> <p>Can all of our experiences be put into words? Do texts primarily reflect culture or shape it?</p> <p>From whose viewpoint are we reading? How does that affect our understanding of the text?</p> <p>How is the role of women in a given culture reflected in the literature of South Central Asia?</p> <p>What am I trying to achieve through my writing?</p>	<p>circles</p> <ul style="list-style-type: none"> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.7</b> Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.9-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>Audience and purpose influence the use of literary techniques.</p>	<p>Why does the writer choose the form of writing that he does?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to identify literary elements such as literary periods, theme, moral, characterization, irony, setting, autobiography, and imagery.</p> <p>Students will use good reader strategies for connecting, questioning, predicting, visualizing, summarizing, activating background knowledge, inferencing, and monitoring.</p> <p>Students will be able to use the following traits of writing Development (review) Style/voice (review) Organization (review) Sentence fluency (review)</p>	
<p><b>Unit Five: EAST ASIA AND THE PACIFIC</b> <b>Timeline: 2 weeks</b></p>			
<p><b>CC.9-10.L.1.a</b> Conventions of Standard English: Use parallel structure.*</p> <p><b>CC.9-10.L.1.b</b> Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial,</p>	<p>Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and</p>	<p><b><u>Essential Questions:</u></b> How does a text reveal us to ourselves?  How can a reader recognize</p>	<p><b><u>Suggested Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>CC.9-10.L.2.a</b> Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>CC.9-10.L.2.b</b> Conventions of Standard English: Use a colon to introduce a list or quotation.</p> <p><b>CC.9-10.L.2.c</b> Conventions of Standard English: Spell correctly.</p> <p><b>CC.9-10.R.I.1</b> Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CC.9-10.R.I.2</b> Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.9-10.R.I.3</b> Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.9-10.R.I.5</b> Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>CC.9-10.R.I.6</b> Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>CC.9-10.R.I.9</b> Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address,</p>	<p>respond.</p> <p>Asian writings that explore the social structures of the family and traditions of the royal court express conflicting desires to both uphold traditional values and free the individual from excessive obligations.</p> <p>The Chinese and Japanese cultures use imagery to convey a deep sense of the briefness of human life and the fragile, fleeting loveliness of nature.</p> <p>Understanding of text develops over time and experience.</p> <p>The literature of South East Asia and the Pacific often express remoteness, exploring connections between place and identity.</p>	<p>truth in text?</p> <p>How are the traditions of Confucianism and/or Taoism reflected in the literature of China?</p> <p>How do texts about other ages, genders, nationalities, races, religions, and disabilities tell about experiences similar to mine?</p> <p>What connection to the natural environment does the literature of the Pacific islands reflect?</p> <p>How does the literature of Australia and New Zealand reflect this region's colonization by Europeans?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to identify literary elements such as literary periods, theme, moral, characterization, irony, setting, autobiography, and imagery.</p> <p>Students will use good reader strategies for connecting, questioning, predicting, visualizing, summarizing, activating</p>	<ul style="list-style-type: none"> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

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<p>Roosevelt's Four Freedoms speech, King's Letter From Birmingham Jail), including how they address related themes and concepts.</p> <p><b>CC.9-10.R.I.10</b> Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><b>CC.9-10.R.L.3</b> Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.9-10.R.L.4</b> Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>		<p>background knowledge, inferencing, and monitoring.</p> <p>Students will be able to use the following traits of writing</p> <ul style="list-style-type: none"> <li>o Development (review)</li> <li>o Style/voice (review)</li> <li>o Organization (review)</li> <li>o Sentence fluency (review)</li> </ul>	

# Curriculum Framework for English Language Arts

School: Early College High School at Delaware State University

Course: Contemporary Issues and Composition

Curricular Tool: Approaching Literature – Schakel & Ridl

Grade: 11

Over-Arching Big Idea			
<ul style="list-style-type: none"> <li>Innovation and Research</li> </ul>			
<b>Over-Arching Enduring Understanding</b> <ul style="list-style-type: none"> <li>Innovation is a problem-solving process that requires specific tools, procedures and techniques.</li> <li>STEM expertise is a pre-requisite to systematic creativity which leads to innovations.</li> <li>Innovation requires persistence and entrepreneurial risk-taking.</li> </ul>		<b>Over-Arching Essential Questions</b> <ul style="list-style-type: none"> <li>What are the tools, processes and techniques most critical for innovation?</li> <li>What is the role of persistence in innovation?</li> <li>What is the role of risk in innovation?</li> </ul>	
Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Race and Identity</b> <b>Timeline : 4 weeks</b>			
<p><b>CC11-12 R3-</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>CC11-12 R4-</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>CC11-12 R5-</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>CC11-12 R6-</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>CC11-12 RI4-</b> Determine the meaning of words and phrases as they are</p>	<p>Writers do not always say what they mean. Indirect forms of expression require readers to read between the lines to find the intended meaning.</p> <p>To become a better writer, I should study what other writers have written to learn strategies for crafting my message.</p> <p>Annotating the text as I read will help me to hold onto my thinking so that I can remember and respond when I finish reading the text.</p>	<p><b>Essential Questions:</b></p> <p>What is my writing process?</p> <p>What is academic writing?</p> <p>Why should we study how an author crafts his words?</p> <p>Why does reading, thinking, and responding matter to me?</p> <p><b>Learning Targets:</b></p> <p>Students will be able to comprehend and analyze various pieces of writing in</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Short response writing/Quickwrites</li> <li>Learning logs</li> <li>Writing to prompts</li> <li>Participation in literature circles</li> <li>Documentation of active learning strategies</li> <li>Exit tickets</li> <li>Participation in class discussion</li> <li>Collaborative work</li> <li>Socratic circles</li> <li>Reflective journaling</li> <li>Summarizing</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>CC11-12 RI5-</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC11-12 RI6-</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>CC11RI10-</b>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11RL10-</b>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p><b>CC11-12SL1a.b.c.d-</b>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC11-12SL3-</b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>CC11-12SL4-</b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>CC11-12SL5-</b>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>CC11-12L1a.b.-</b>Demonstrate command of the conventions of standard</p>	<p>Writers write for a variety of purposes and audiences.</p> <p>Writers write because they have an idea to share with the world; I may not always like what the writer says or how she says it.</p> <p>A piece of writing always has a pattern or plan.</p>	<p>order to understand the author's point of view.</p> <p>Students will be able to discuss the importance of learning from other writers.</p> <p>Students will be able to discuss why writers write for a variety of purposes.</p>	<ul style="list-style-type: none"> <li>Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>Writing assignments</li> <li>Formal essays</li> <li>Projects and presentations</li> <li>Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>English grammar and usage when writing or speaking.</p> <p><b>CC11-12L2</b> a.b.-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CC11-12L4a.b.c.d.</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>CC11-12L5a.b.</b>-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC11-12L6</b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<b>Unit Two: Going to War</b> <b>Timeline: 3 weeks</b>			
<p><b>CC11-12 R3-</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>CC11-12 R4-</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>CC11-12 R 5-</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>CC11-12 R 6-</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><b>CC11-12 R I4-</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>	<p>Writing is conversation about a topic. When a writer writes, she is contributing to the conversation about that topic.</p> <p>A writer selects his form and mode of development based on the purpose for writing.</p> <p>Good researchers start with a clear purpose, topic, and audience when doing research.</p> <p>Good researchers employ strategies to help them research information.</p>	<p><b>Essential Questions:</b> What is war?</p> <p>Is war avoidable?</p> <p>Why does writing well matter? What is the impact on my life of speaking and writing well?</p> <p>What is the rhetorical situation of a piece of writing? Why did this writer want to contribute these thoughts and ideas at this point in history?</p> <p>In what ways do researchers gather information?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>CC11-12 R I5-</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CC11-12 R I6-</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>CC11-12W2A -</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11RI10-</b>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11RL10-</b>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Good research comes from a variety of accurate and valid sources.</p>	<p>What is an authoritative source?</p> <p>Why do good researchers avoid plagiarizing?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to describe the various strategies to write effectively.</p> <p>Students will be able to describe how important responsible researching is to writing.</p>	<p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC11-12SL1a.b.c.d-</b>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC11-12SL2-</b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC11-12L4a.b.c.d.-</b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>CC11-12L5a.b.-</b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC11-12L6</b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<b>Unit Three: Crime and Punishment</b> <b>Timeline: 3 weeks</b>			
<p><b>CC11-12W2A</b> - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>Good researchers used extracted information from sources to draw logical conclusions.</p> <p>Good research is shared in effective ways with intended audiences and for specific purposes.</p> <p>When writing a longer work, writers weave a single thread throughout the whole work to tie it all together.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What is the difference between justice and the law?</p> <p>Is justice without the law acceptable in a civilized society?</p> <p>What can you do when you believe the punishment does not fit the crime?</p> <p>How do authors write an</p>	<p><b><u>Suggested Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11-12RL1I-</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>CC11-12RL12-</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>CC11-12RL13-</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>CC11RI10-</b>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11RL10-</b>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11-12SL1a.b.c.d-</b>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC11-12L4a.b.c.d.-</b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>CC11-12L5a.b.-</b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC11-12L6</b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word</p>	<p>Body paragraphs, details, and examples all serve to support the thesis or controlling idea of the work.</p> <p>A writer's point of view is influenced by his experience.</p> <p>Authors use different techniques/strategies to convince readers.</p>	<p>interesting introduction to capture the reader? What is an effective conclusion?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to describe how writers draw logical conclusions from good research.</p> <p>Students will be able to describe how personal experiences help influence ones writing.</p> <p>Students will be able to discuss the strategies and techniques good writers use.</p>	<ul style="list-style-type: none"> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b><u>Suggested Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
or phrase important to comprehension or expression.			
<b>Unit Four: Earth and the Environment</b> <b>Timeline: 3 weeks</b>			
<p><b>CC11-12W2A</b> - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11RI10-</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11RL10-</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11-12SL2-</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC11-12SL1a.b.c.d-</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on</p>	<p>The art of rhetoric leads to producing texts designed to be meaningful, purposeful, or effective for an audience.</p> <p>The study of rhetoric involves analyzing how writers produce such meaningful, purposeful, and effective texts for an audience.</p> <p>Authors combine facts and opinions to communicate perspectives and information.</p> <p>Writers arrange their text through structure and organization with the reader in mind to produce a given effect.</p>	<p><b>Essential Questions:</b></p> <p>What is the difference and relationship between fact and opinion in writing?</p> <p>What voices are speaking out about the earth and the environment? Who is most accurate, credible, and reliable? How do we know?</p> <p>How do texts shape our decisions? How do the media and special interest groups use rhetoric and persuasive techniques to change people's behaviors towards conservation?</p> <p><b>Learning Targets:</b></p> <p>Students will be able to describe how writers draw logical conclusions from good research.</p> <p>Students will be able to describe how personal experiences help influence ones writing.</p> <p>Students will be able to</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b>Suggested Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC11-12L4a.b.c.d.</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>CC11-12L5a.b.</b>-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC11-12L6</b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>discuss the strategies and techniques good writers use.</p>	
<b>Unit Five: Urban Expressions</b> <b>Timeline: 4 weeks</b>			
<p><b>CC11-12W2A</b> - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11RI10-</b>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>The same issue can be effectively presented in different genres to obtain different effects on the audience.</p> <p>Literature of Hip Hop is influenced by its roots in the urban environment and its extension of (or addition to) the canon of American literature.</p> <p>Words are powerful and when used positively to address the issues in our community, have the potential to change lives and redirect our future.</p> <p>Writing can be combined with technology to create powerful expressions of</p>	<p><b>Essential Questions:</b></p> <p>How do texts about social and political issues affect me?</p> <p>How do I enter the conversation through writing?</p> <p>How do texts about other ages, genders, nationalities, races, religions, and disabilities tell experiences similar to mine? (Note: This question is designed to circle back to the opening unit on identity and race.)</p> <p>How do different text structures influence the author's message or meaning?</p>	<p><b>Suggested Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Short response writing/Quickwrites</li> <li>• Learning logs</li> <li>• Writing to prompts</li> <li>• Participation in literature circles</li> <li>• Documentation of active learning strategies</li> <li>• Exit tickets</li> <li>• Participation in class discussion</li> <li>• Collaborative work</li> <li>• Socratic circles</li> <li>• Reflective journaling</li> <li>• Summarizing</li> <li>• Homework assignments</li> </ul> <p><b>Suggested Summative Assessments</b></p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC11RL10</b>-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC11-12SL2</b>-Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC11-12SL1a.b.c.d</b>-Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC11-12SL6</b>-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><b>CC11-12L3 and a</b>-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>CC11-12L4a.b.c.d.</b>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>CC11-12L5a.b.</b>-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>CC11-12L6</b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>ideas that reduce the static existence of words on a page and make writing and writers more interactive with their audience.</p>	<p>How does the literature from the Hip Hop culture stand in relation to the literary cannon?</p> <p>Is the Hip Hop technique of “sampling,” or borrowing text, beats, and music from other works, plagiarism? Why or why not?</p> <p><b><u>Learning Targets:</u></b> Students will understand how Hip Hop has played a major part of shaping the way literature is viewed.</p> <p>Students will be able to discuss how words have the ability to influence society.</p> <p>Students will be able to describe how technology can help create powerful pieces of writing.</p>	<ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Formal essays</li> <li>• Projects and presentations</li> <li>• Unit tests</li> </ul>

# **Curriculum Framework for English Composition 1**

**School:** Early College High School at Delaware State University

**Grade:** 12 (dual enrollment)

**Curricular Tool:** Patterns for College Writing, Little Brown Handbook

**Course Description:** English Composition I is designed to develop skills and competence in writing prose compositions, reading, and listening. Problems in logical thought, organization of ideas and comprehension in reading will receive special attention. All students are required to earn a grade of “C” or better, or they must repeat the course.

<b>Over-Arching Big Idea</b> <ul style="list-style-type: none"> <li><b>Innovation and Research</b></li> </ul>	
<b>Over-Arching Enduring Understanding</b> <ul style="list-style-type: none"> <li>Innovation is a problem-solving process that requires specific tools, procedures and techniques.</li> <li>STEM expertise is a pre-requisite to systematic creativity which leads to innovations.</li> <li>Innovation requires persistence and entrepreneurial risk-taking.</li> </ul>	<b>Over-Arching Essential Questions</b> <ul style="list-style-type: none"> <li>What are the tools, processes and techniques most critical for innovation?</li> <li>What is the role of persistence in innovation?</li> <li>What is the role of risk in innovation?</li> </ul>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<b>Unit One: Reading to Write</b> <b>Timeline : 1 week</b>			
<b>Range of Reading and Level of Text Complexity</b>  <b>RI11-12.10-</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	Reading critically is essential for good writing.  The ability to read a variety of texts requires independence, comprehension and fluency.  Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.	<b><u>Essential Questions:</u></b>  What are the conventions of writing?  How are reading and writing connected?  <b><u>Learning Targets:</u></b>  Students will be able to describe how reading and writing are connected.	<b><u>Informal:</u></b> Quickwrites Journals Drafts Essays  <b><u>Formal Assessment:</u></b> Final Essays

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
		Students will be able to describe the conventions of writing.	
<b>Unit Two: Invention</b> <b>Timeline: 1 week</b>			
<b>Production and Distribution of Writing</b>  <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>CCR Standard 2: Text Types and Purposes</b> <b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  <b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. A writer selects a form based on audience and purpose.</p>	<p><b><u>Essential Questions:</u></b>            How do good writers express themselves?             How does process shape the writer's product?             Why does a writer choose a particular form of writing?</p> <p><b><u>Learning Targets:</u></b>             Students will be able to describe how the audience influences what is being written.             Students will be able to discuss how good writers develop and refine their ideas for written pieces.</p>	<p><b><u>Informal:</u></b>            Quickwrites            Journals            Drafts            Essays</p> <p><b><u>Formal Assessment:</u></b>            Final Essays</p>
<b>Unit Three: Arrangement</b> <b>Timeline: 1 week</b>			
<b>Production and Distribution of Writing</b> <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	Good writers develop and refine their ideas for thinking,	<p><b><u>Essential Questions:</u></b>            How do rules of language</p>	<p><b><u>Informal:</u></b>            Quickwrites            Journals</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p>	<p>affect communication?</p> <p>How do writers develop a well written product?</p> <p>How do good writers express themselves?</p> <p>How does process shape the writer's product?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the parts of an essay and other types of writing.</p> <p>Students will be able to construct a formal outline/draft.</p>	<p>Drafts Essays</p> <p><b><u>Formal Assessment:</u></b> Final Essays</p>
<p><b>Unit Four: Drafting and Revising</b> <b>Timeline: 1 week</b></p>			
<p><b>Production and Distribution of Writing</b></p> <p><b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time</p>	<p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Rules, conventions of language,</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do rules of language affect communication?</p> <p>How do writers develop a well written product?</p> <p>How do good writers express themselves?</p>	<p><b><u>Informal:</u></b> Quickwrites Journals Drafts Essays</p> <p><b><u>Formal Assessment:</u></b> Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	help readers understand what is being communicated.	How does process shape the writer's product?  <b><u>Learning Targets:</u></b>  Students will be able to understand the parts of an essay and other types of writing.  Students will be able to construct a formal outline/draft.	
<b>Unit Five: Editing and Proofreading</b> <b>Timeline: 1 week</b>			
<b>Production and Distribution of Writing</b>  <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p>	<p><b><u>Essential Questions:</u></b> How do rules of language affect communication?</p> <p>How do writers develop a well written product?</p> <p>How do good writers express themselves?</p> <p>How does process shape the writer's product?</p> <p><b><u>Learning Targets:</u></b>  Students will be able to understand the parts of an</p>	<p><b><u>Informal:</u></b>  Drafts Essays</p> <p><b><u>Formal Assessment:</u></b> Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
		<p>essay and other types of writing.</p> <p>Students will be able to construct a formal outline/draft.</p>	
<b>Unit Six: Narration</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purposes</b>  <b>CC11-12W3-</b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.</p> <p><b>CC11-12W3A-</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>CC11-12W3B-</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>CC11-12W3C-</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p><b>CC11-12W3D-</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>CC11-12W3E-</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Production and Distribution of Writing</b></p>	<p>A narrative essay tells an interesting and meaningful story.</p> <p>There is a specific format for narrative writing.</p> <p>Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>Sequencing events, a clear setting, description, and pacing help develop effective creative writing.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do writers engage their readers by sharing personal experiences?</p> <p>How do good writers express themselves?</p> <p>How does process shape the writer's product?</p> <p>What is the main point of your story?</p> <p>How do you create a picture of these events in the reader's mind?</p> <p>How does the sequence of events help the reader understand the story?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will make sense of a variety of materials they read.</p>	<p><b><u>Informal:</u></b>  Quickwrites  Journals  Drafts  Essays</p> <p><b><u>Formal Assessment:</u></b>  Final Narratives</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p><b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>Students will organize information through development and use of classification rules and systems.</p> <p>Students will write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.</p>	
<b>Unit Seven: Description</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purpose</b>  <b>CC11-12W2A -</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific</p>	<p>Following the writing process produces better essays.</p> <p>In order to focus on a main idea, good writing excludes unnecessary information.</p> <p>Descriptive writing enhances ideas and improves readability.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How does my word choice influence the tone or mood of my piece?</p> <p>How can I improve the clarity of my ideas through descriptive language?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to follow the writing process to produce effective pieces.</p> <p>Students will be able to use well developed ideas to create descriptive essays.</p>	<p><b><u>Informal:</u></b>  Quickwrites  Journals  Drafts  Essays</p> <p><b><u>Formal Assessment:</u></b>  Final Descriptions</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11-12W2E-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC11-12W2F-</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b></p> <p><b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
<b>Unit Eight: Exemplification</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purposes</b></p> <p><b>CC11-12W1-</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC11-12W1A-</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>There are specific times when exemplification essays are required.</p> <p>Strong details are needed when writing an exemplification essay.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What is an exemplification essay?</p> <p>Why do we write with examples?</p> <p>How can I write a strong thesis statement?</p>	<p><b><u>Informal:</u></b></p> <p>Quickwrites Journals Drafts Essays</p> <p><b><u>Formal Assessment:</u></b></p> <p>Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p><b>CC11-12W1B-</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>CC11-12W1C-</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>CC11-12W1D-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC11-12W1E-</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Production and Distribution of Writing</b></p> <p><b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p><b><u>Learning Targets:</u></b></p> <p>Students will understand why writers use exemplification essays.</p> <p>Students will learn by identifying and analyzing effect use of exemplification and by making use of examples in their own writing.</p> <p>Students will discover the strength that examples added to a piece of writing and will continue to learn how to build a strong thesis statement.</p>	
<b>Unit Nine: Process</b> <b>Timeline: 1 week</b>			
<b>Text Types and Purpose</b> <b>CC11-12W2A -</b> Write informative/explanatory texts to examine	Following the writing process produces better essays.	<b><u>Essential Questions:</u></b> What is a process essay?	<b><u>Informal:</u></b> Quickwrites

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11-12W2E-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC11-12W2F-</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by</p>	<p>In order to focus on a main idea, good writing excludes unnecessary information.</p> <p>Process writing enhances ideas and improves readability.</p>	<p>What strategies are needed to write an excellent essay?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to effectively use the writing process to complete a process essay.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Students will learn by identifying and analyzing effect use of exemplification and by making use of examples in their own writing.</p> <p>Students will discover the strength that examples added to a piece of writing and will continue to learn how to build a strong thesis statement.</p>	<p>Journals Drafts Essays</p> <p><b><u>Formal Assessment:</u></b> Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
<b>Unit Ten: Cause and Effect</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purpose</b>  <b>CC11-12W2A</b> - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11-12W2E-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of</p>	<p>Following the writing process produces better essays.</p> <p>In order to focus on a main idea, good writing excludes unnecessary information.</p> <p>Process writing enhances ideas and improves readability.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What is a cause and effect essay?</p> <p>What strategies are needed to write an excellent essay?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to effectively use the writing process to complete a process essay.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Students will learn by identifying and analyzing effect use of exemplification and by making use of examples in their own writing.</p>	<p><b><u>Informal:</u></b>  Quickwrites  Journals  Drafts  Essays</p> <p><b><u>Formal Assessment:</u></b>  Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>the discipline in which they are writing.</p> <p><b>CC11-12W2F-</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b></p> <p><b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>Students will discover the strength that examples added to a piece of writing and will continue to learn how to build a strong thesis statement.</p>	
<b>Unit Eleven: Comparison and Contrast</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purposes</b></p> <p><b>CC11-12W1-</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC11-12W1A-</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>CC11-12W1B-</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<p>There are specific times when comparison and contrast essays are required.</p> <p>Strong details are needed when writing compare and contrast essay.</p>	<p><b>Essential Questions:</b></p> <p>What is a comparison and contrast essay?</p> <p>Why do we write with examples?</p> <p>How can I write a strong thesis statement?</p>	<p><b>Informal:</b></p> <p>Quickwrites Journals Drafts Essays</p> <p><b>Formal Assessment:</b></p> <p>Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>CC11-12W1C-</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>CC11-12W1D-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC11-12W1E-</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p><b><u>Learning Targets:</u></b></p> <p>Students will understand why writers use comparison and contrast essays.</p> <p>Students will discover the strength that examples added to a piece of writing and will continue to learn how to build a strong thesis statement.</p>	
<b>Unit Twelve: Classification and Division</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purposes</b></p> <p><b>CC11-12W1-</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CC11-12W1A-</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>CC11-12W1B-</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and</p>	<p>Following the writing process produces better essays.</p> <p>In order to focus on a main idea, good writing excludes unnecessary information.</p> <p>Process writing enhances ideas and improves readability.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Which system of classification and division will be most useful for the assignment?</p> <p>Why are classification and division essays important?</p> <p>When is it necessary to use the classification and division essay format?</p> <p><b><u>Learning Targets:</u></b></p>	<p><b><u>Informal:</u></b> Quickwrites Journals Drafts Essays</p> <p><b><u>Formal Assessment:</u></b> Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>possible biases.</p> <p><b>CC11-12W1C-</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>CC11-12W1D-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC11-12W1E-</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>Production and Distribution of Writing</b>  <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>Students will be able to use the writing process effectively.</p> <p>Students will use the writing process to effectively share ideas with the reader.</p>	
<b>Unit Thirteen: Definition</b> <b>Timeline: 1 week</b>			
<p><b>Text Types and Purpose</b>  <b>CC11-12W2A -</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CC11-12W2A-</b> Introduce a topic; organize complex ideas,</p>	<p>Following the writing process produces better essays.</p> <p>In order to focus on a main idea, good writing excludes unnecessary information.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What is a definition essay?</p> <p>What strategies are needed to write an excellent essay?</p>	<p><b><u>Informal:</u></b>  Quickwrites  Journals  Drafts  Essays</p> <p><b><u>Formal Assessment:</u></b></p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>CC11-12W2E-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>CC11-12W2F-</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b></p> <p><b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time</p>	<p>Process writing enhances ideas and improves readability.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able to effectively use the writing process to complete a process essay.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Students will learn by identifying and analyzing effect use of exemplification and by making use of examples in their own writing.</p> <p>Students will discover the strength that examples added to a piece of writing and will continue to learn how to build a strong thesis statement.</p>	<p>Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
<b>Unit Fourteen: Argumentation</b> <b>Timeline:1 week</b>			
<b>Text Types and Purpose</b> <b>CC11-12W2A</b> - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>CC11-12W2A-</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b>CC11-12W2B-</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  <b>CC11-12W2C-</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  <b>CC11-12W2D-</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  <b>CC11-12W2E-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  <b>CC11-12W2F-</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the	<p>Following the writing process produces better essays.</p> <p>In order to focus on a main idea, good writing excludes unnecessary information.</p> <p>Process writing enhances ideas and improves readability.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What is an argumentative essay?</p> <p>What strategies are needed to write an excellent essay?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to effectively use the writing process to complete a process essay.</p> <p>Rules, conventions of language, help readers understand what is being communicated.</p> <p>Students will learn by identifying and analyzing effect use of exemplification and by making use of examples in their own writing.</p> <p>Students will discover the strength that examples added to a piece of writing and will continue to learn how to build a strong thesis statement.</p>	<p><b><u>Informal:</u></b></p> <p>Quickwrites Journals Drafts Essays</p> <p><b><u>Formal Assessment:</u></b></p> <p>Final Essays</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<p>topic).</p> <p><b>Production and Distribution of Writing</b>  <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
<b>Unit Fifteen: Combining the Patterns</b> <b>Timeline: 1 week</b>			
<p><b>Production and Distribution of Writing</b>  <b>CC11-12W4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CC11-12W5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>CC11-12W10-</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>A writer selects a form based on audience and purpose.</p>	<p><b>Essential Questions:</b>  How do good writers express themselves?   How does process shape the writer's product?   Why does a writer choose a particular form of writing?</p> <p><b>Learning Targets:</b>   Students will be able to describe how the audience influences what is being written.</p>	<p><b>Informal:</b>  Quickwrites  Journals  Drafts  Essays</p> <p><b>Formal Assessment:</b>  Final Essays Combining Text Patterns</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
		Students will be able to discuss how good writers develop and refine their ideas for written pieces.	
<b>Unit Sixteen: Using Research in your Writing</b> <b>Timeline: 1 week</b>			
<b>Research to Build and Present Knowledge</b> <b>CC11-12W7-</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  <b>CC11-12W8-</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  <b>CC11-12W9-</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>a.</b> Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). <b>b.</b> Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).  <b>CC11-12W10-</b> Write routinely over extended time frames (time	<p>Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p>Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>A writer selects a form based on audience and purpose.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do good writers express themselves?</p> <p>How does process shape the writer’s product?</p> <p>Why does a writer choose a particular form of writing?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to describe how the audience influences what is being written.</p> <p>Students will be able to discuss how good writers develop and refine their ideas for written pieces.</p>	<p><b><u>Informal:</u></b>  Quickwrites  Journals  Drafts  Essays</p> <p><b><u>Formal Assessment:</u></b>  Final Research Papers and Products</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

# Curriculum Framework for Mathematics

School: Early College High School @ DSU

Curricular Tool: Holt McDougal Algebra

Course: Algebra I

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: An Introduction To Algebra</b> <b>Timeline : 2 weeks</b>			
<p>Interpret the structure of expressions</p> <p>Interpret expressions that represent a quantity in terms of its context.* <b>CC.9-12.A.SSE.1</b></p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients. <b>CC.9-12.A.SSE.1a</b></p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i> <b>CC.9-12.A.SSE.1b</b></p>	<p>Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning.</p> <p>Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.</p>	<p>Translate verbal expressions into mathematical expressions</p> <p>Write an expression containing identical factors as an expression using exponents</p> <p>Solve open sentences by performing arithmetic operations</p> <p>Recognize and use the properties of identity and equality</p> <p>Translate verbal expressions into equations and formulas</p> <p>Explore problem situations by asking and answering questions</p>	<p><b><u>Informal:</u></b></p> <p>Lesson Quiz</p> <p>Exit Tickets</p> <p>Journal Prompts</p> <p>Homework</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test</p> <p>Portfolio</p>
<b>Unit Two: Rational Numbers</b> <b>Timeline: 2 weeks</b>			

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> <b>CC.9-12.A.CED.1</b></p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <b>CC.9-12. A.REI.3</b></p> <p>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. <b>CC.9-12.N.RN.3</b></p>	<p>An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function.</p> <p>Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>How properties of rational exponents, rational number, and irrational number are defined using characteristic patterns of equivalency and computation, to build a comprehensive knowledge of the structure and order of the real number system.</p>	<p>Graphing/ Identifying Independent and Dependant variables</p> <p>Simplify expressions that contain rational numbers</p> <p>Multiply rational numbers</p> <p>Divide rational numbers</p> <p>Define variables and write equations for verbal problems</p> <p>Write verbal problems for equations</p> <p>Solve problems involving direct variations</p> <p>Solve problems involving inverse variations</p>	<p><b><u>Informal:</u></b> Lesson Quiz Exit Tickets Journal Prompts Homework</p> <p><b><u>Formal Assessment:</u></b> Unit Test Portfolio</p>
<b>Unit Three: Equations and Inequalities</b> <b>Timeline: 3 weeks</b>			
<p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> <b>CC.9-12. A-CED.1</b></p>	<p>An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations,</p>	<p>Solve equations and inequalities by using addition</p> <p>Solve equations and inequalities by using subtraction</p>	<p><b><u>Informal:</u></b> Lesson Quiz Exit Tickets Journal Prompts Homework</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. <b>CC.9-12. A-CED.2</b></p> <p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</i> <b>CC.9-12. A-CED.4</b></p> <p>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. <b>CC.9-12. A-REL.1.</b></p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <b>CC.9-12. A-REL.3</b></p>	<p>exponentiation, and, at more advanced levels, the operation of evaluating a function.</p> <p>Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p>	<p>Solve equations and inequalities by using multiplication.</p> <p>Solve equations and inequalities by using division.</p> <p>Solve problems by working backwards</p> <p>Solve equations and inequalities involving more than one operation</p> <p>Solve equations and inequalities with the variables on both sides</p> <p>Solve equations and inequalities containing grouping symbols</p> <p>Solve equations and inequalities containing fractions or decimals</p>	<p><b>Formal Assessment:</b> Unit Test Portfolio</p>
<b>Unit Four: Linear Functions</b> <b>Timeline: 2 weeks</b>			
<p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. <b>CC.9-12. A-REL.6.</b></p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. <b>CC.9-12. F-IF.6.</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <b>CC.9-12. F-IF.7.</b></p>	<p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions,</p>	<p>Rate of Change in equations, tables, and graphs</p> <p>Graphing using slope intercept form</p> <p>Parallel and perpendicular lines</p> <p>Writing equations given various forms of information</p> <p>Scatter plot and Lines of Best Fit</p> <p>Solve problems involving uniform motion by using the formula <math>d = rt</math></p>	<p><b>Informal:</b> Lesson Quiz Exit Tickets Journal Prompts Homework</p> <p><b>Formal Assessment:</b> Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions. <b>CC.9-12. F-LE.1.</b></p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>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). <b>CC.9-12. F-LE.2.</b></p> <p>Interpret the parameters in a linear or exponential function in terms of a context. <b>CC.9-12. F-LE.5.</b></p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. <b>CC.9-12. S-ID.6</b></p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <p>Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. <b>CC.9-12. S-ID.7.</b></p>	<p>which grow at a constant percent rate.</p> <p>Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.</p> <p>Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.</p> <p>When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.</p> <p>Causation implies correlation yet correlation does not imply causation.</p>		
<b>Unit Five: Polynomials</b> <b>Timeline: 2 weeks</b>			
Add, subtract, and multiply polynomials. <b>CC.9-12.</b>	How to extend and apply the	Solve problems by looking for a	<u><b>Informal:</b></u>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>A.APR.1</b></p> <p>Apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x-a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x-a)</math> is a factor of <math>p(x)</math>. <b>CC.9-12.A.APR.2</b></p> <p>Identify zeros of polynomials when suitable factorizations are defined by the polynomial. <b>CC.9-12.A.APR.3</b></p> <p>Prove polynomial identities and use them to describe numerical relationships. <b>CC.9-12.A.APR.4</b></p> <p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system. <b>CC.9-12.A.APR.6</b></p>	<p>conceptual understanding of arithmetic structures and operation to polynomials.</p> <p>Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation</p>	<p>pattern</p> <p>Multiply monomials</p> <p>Simplify expressions involving powers of monomials</p> <p>Simplify expressions involving quotients of monomials</p> <p>Simplify expressions containing negative exponents</p> <p>Express numbers in scientific and decimal notation</p> <p>Find products and quotients of numbers expressed in scientific notation.</p> <p>Find the degree of a polynomial</p> <p>Arrange the terms of a polynomial so that the powers of a certain variable are in ascending or descending order</p> <p>Add and subtract polynomials</p> <p>Multiply a polynomial by a monomial</p> <p>Simplify expressions involving polynomials</p> <p>Multiply any two polynomials by using the distributive property</p> <p>Use the patterns for <math>(a+b)^2</math>, <math>(a-b)^2</math>, and <math>(a+b)(a-b)</math></p>	<p>Lesson Quiz</p> <p>Exit Tickets</p> <p>Journal Prompts</p> <p>Homework</p> <p><b>Formal Assessment:</b></p> <p>Unit Test</p> <p>Portfolio</p>
<b>Unit Six: Functions and Graphs</b>			

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Timeline: 2 weeks</b>			
<p>Knows that a graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). <b>CC.9-12. A.REI.10</b></p> <p>Determine an explicit expression, a recursive process, or steps for calculation from a context. <b>CC.9-12. F.BF.1a</b></p> <p>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. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> <b>CC.9-12. F-IF.4.</b></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i> <b>CC.9-12. F-IF.5.</b></p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	<p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p>	<p>Identify the domain, range, and inverse of a relation</p> <p>Show relations as sets of ordered pairs and mappings</p> <p>Solve linear equations for a specific variable</p> <p>Solve linear equations for a given domain</p> <p>Determine whether a given relation is a function</p> <p>Calculate functional values for a given function</p> <p>Graph inequalities in the coordinate plane</p> <p>Write an equation to represent a relation, given a chart of values</p> <p>Solve problems by using bar graphs and line graphs</p>	<p><b>Informal:</b> Lesson Quiz Exit Tickets Journal Prompts Homework</p> <p><b>Formal Assessment:</b> Unit Test Portfolio</p>
<b>Unit Seven: Graphing Linear Equations</b> <b>Timeline: 3 weeks</b>			

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i> * <b>CC.9-12.F.IF.5</b></p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. * <b>CC.9-12.F.IF.6</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. * <b>CC.9-12.F.IF.7</b></p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima. <b>CC.9-12.F.IF.7a</b></p> <p>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. <b>CC.9-12.F.IF.7b</b></p> <p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. <b>CC.9-12.F.IF.7c</b></p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. <b>CC.9-12.F.IF.7e</b></p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <b>CC.9-12.F.IF.8</b></p>	<p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p>	<p>Find the slope of a line, given the coordinates of two points on the line</p> <p>Write a linear equation in standard form given the coordinates of a point on the line and the slope of the line</p> <p>Write a linear equation in standard form given the coordinates of two points on the line</p> <p>Write an equation in slope-intercept form given the slope and y-intercept</p> <p>Determine the x- and y-intercept of a graph</p> <p>Determine the x- and y-intercepts of a graph</p> <p>Graph linear equations using the x- and y-intercepts or the slope and y-intercept</p> <p>Write a linear equation in slope-intercept form given the slope of a line and the coordinates of a point on the line</p> <p>Write a linear equation in slope-intercept form given the coordinates of two points on the line</p> <p>Write an equation of a line that passes through a given point and is parallel or perpendicular to the graph of a given equation</p>	<p><b><u>Informal:</u></b> Lesson Quiz Exit Tickets Journal Prompts Homework</p> <p><b><u>Formal Assessment:</u></b> Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Find the coordinates of the midpoint of a line segment in the coordinate plane given the coordinates of the endpoints</p> <p>Solve problems by using pictographs, circle graphs, and comparative graphs</p>	

# Curriculum Framework for Mathematics

School: Early College High School @ DSU

Curricular Tool: Holt McDougal Algebra 2

Course: Algebra 2

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Sampling and Reasoning</b> <b>Timeline : 2 weeks</b>			
<p>Solve quadratic equations with real coefficients that have complex solutions. <b>CC.9-12.N.CN.7</b></p> <p>Solve quadratic equations in one variable. <b>CC.9-12.A.REI.4</b></p> <p>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form. <b>CC.9-12.A.REI.4a</b></p> <p>b. Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. <b>CC.9-12.A.REI.4b</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima. <b>CC.9-12.F.IF.7a</b></p> <p>Choose and produce an equivalent form of an</p>	<p>How knowledge of number properties in the Real Number System can be use to develop and apply properties of the Complex Number System.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning.</p> <p>Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure</p>	<p>Graph quadratic equations</p> <p>Implement the parent function for quadratic equations</p> <p>Determine the properties of the graph of <math>y = ax^2 + bx + c</math></p> <p>Determine minimum and maximum values</p> <p>Graph quadratic functions in vertex form or intercept form</p> <p>Create the graph of Vertex Form <math>y = a(x-h)^2 + k</math></p> <p>Determine the FOIL method</p> <p>Graph functions expressed symbolically and show key features of the graph</p> <p>Graph linear and quadratic functions</p> <p>Determine intercepts, maxima and minima</p> <p>Solve quadratic equations</p> <p>Factor a quadratic expression to reveal the zeros of the function it defines</p> <p>Determine special factoring patterns</p> <p>Implement the zero product property</p> <p>Use factoring to solve equations of the form <math>ax^2 + bx + c = 0</math></p> <p>Factor a quadratic expression to reveal the zeros of</p>	<p><b><u>Informal Assessment:</u></b></p> <p>Countdown to Mastery</p> <p>Exit Tickets</p> <p>Skill Practice</p> <p>Problem Solving problems</p> <p>Lesson Quiz (paper and online)</p> <p>Math Journal</p> <p>Chapter Summary</p> <p>Mixed Review</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test</p> <p>Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>expression to reveal and explain properties of the quantity represented by the expression.* <b>CC.9-12.A.SSE.3</b></p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines. <b>CC.9-12.A.SSE.3a</b></p> <p>Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real. <b>CC.9-12.N.CN.1</b></p> <p>Solve quadratic equations in one variable. <b>CC.9-12.A.REI.4</b></p> <p>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form. <b>CC.9-12.A.REI.4a</b></p> <p>b. Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. <b>CC.9-12.A.REI.4b</b></p>		<p>the function it defines</p> <p>Factor out monomials</p> <p>Solve multi-step problems</p> <p>Solve quadratic equations by finding square roots</p> <p>Solve quadratic equations by completing the square, the quadratic formula and factoring.</p> <p>Recognize when the quadratic formula gives complex solutions</p> <p>Rationalize denominators of fractions</p> <p>Perform operations with complex numbers</p> <p>Use the relation <math>i^2 = -1</math></p> <p>Implement the commutative, associative and distributive properties to add, subtract, and multiply complex numbers</p> <p>Determine the square root of a negative number</p> <p>Determine the sums and differences of complex numbers</p> <p>Plot complex numbers</p> <p>Determine the absolute values of complex numbers</p> <p>Solve quadratic equations by completing the square</p> <p>Make a perfect square trinomial</p> <p>Solve <math>ax^2 + bx + c = 0</math> when <math>a = 1</math></p> <p>Solve <math>ax^2 + bx + c = 0</math> when <math>a \neq 1</math></p> <p>Write a quadratic function in vertex form</p> <p>Find the maximum value of a quadratic function</p> <p>Solve quadratic equations using the quadratic</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		formula Implement the discriminant Graph and solve quadratic inequalities Graph an quadratic inequality in two variables Solve a quadratic inequality using a table Solve a quadratic inequality by graphing Use a quadratic inequality as a model Solve a quadratic inequality algebraically	
<b>Unit Two: Polynomials and Polynomial Functions</b> <b>Timeline: 1 week</b>			
<p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <p>(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. <b>CC.9-12.F.IF.7d</b></p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <b>CC.9-12.F.IF.8</b></p>	<p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p>	<p>Simplify expressions involving powers</p> <p>Evaluate numerical expressions</p> <p>Use scientific notation in real life</p> <p>Evaluate and graph other polynomial function</p> <p>Identify polynomial functions</p> <p>Add and subtract polynomials vertically and horizontally</p> <p>Multiply and divide polynomials vertically and horizontally</p> <p>Use special product patterns</p> <p>Find a common monomial factor</p> <p>Factor polynomials in quadratic form</p> <p>Solve a polynomial equation</p> <p>Factor a polynomial</p> <p>Use a polynomial model</p> <p>List possible rational zeros</p>	<p><b><u>Informal Assessment:</u></b>            Countdown to Mastery            Exit Tickets            Skill Practice            Problem Solving problems            Lesson Quiz (paper and online)            Math Journal            Chapter Summary            Mixed Review</p> <p><b><u>Formal Assessment:</u></b>            Unit Test            Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Solve a multi-step problem</p> <p>Find the number of solutions or zeros in a polynomial function</p> <p>Use zeros to write a polynomial function</p>	
<b>Unit Three: Rational Exponents and Radical Functions</b> <b>Timeline: 1 week</b>			
<p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. <b>CC.9-12.F.IF.7c</b></p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <b>CC.9-12.F.IF.8</b></p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. <b>CC.9-12.F.IF.8a</b></p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</i> <b>CC.9-12.F.IF.8b</b></p> <p>Explain how the definition of the meaning of rational exponents follows from extending the</p>	<p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p> <p>How properties of rational exponents, rational number, and irrational number are defined using characteristic patterns of equivalency and computation, to build a comprehensive knowledge of the structure and order of the real number system.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p>	<p>Find <math>n</math>th roots</p> <p>Evaluate expressions with rational exponents</p> <p>Approximate roots with a calculator</p> <p>Solve equations using <math>n</math>th roots</p> <p>Use <math>n^{\text{th}}</math> roots in problem solving</p> <p>Use properties of exponents</p> <p>Apply properties of exponents</p> <p>Use properties of radicals</p> <p>Write radicals in simplest form</p> <p>Add and subtract like radicals and roots</p> <p>Simplify expressions involving variables</p> <p>Write variable expressions in simplest form</p> <p>Add and subtract expressions involving variables</p> <p>Add and subtract functions</p> <p>Multiply and divide functions</p> <p>Solve a multi-step problem</p> <p>Find compositions of functions</p> <p>Solve a multi-step problem</p> <p>Find an inverse relation</p>	<p><b>Informal Assessment:</b></p> <p>Countdown to Mastery</p> <p>Exit Tickets</p> <p>Skill Practice</p> <p>Problem Solving problems</p> <p>Lesson Quiz (paper and online)</p> <p>Math Journal</p> <p>Chapter Summary</p> <p>Mixed Review</p> <p><b>Formal Assessment:</b></p> <p>Unit Test</p> <p>Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5^{(1/3)3}</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</i> <b>CC.9-12.N.RN.1</b></p> <p>Rewrite expressions involving radicals and rational exponents using the properties of exponents. <b>CC.9-12.N.RN.2</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima. <b>CC.9-12.F.IF.7a</b></p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. <b>CC.9-12.F.IF.7b</b></p> <p>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. <b>CC.9-12.A.REI.2</b></p>		<p>Verify that functions are inverses</p> <p>Solve a multi-step problem using inverses</p> <p>Find the inverse of a power function</p> <p>Find the inverse of a cubic function</p> <p>Find the inverse of a power model</p> <p>Use an inverse power model to make a prediction</p> <p>Graph a square root function</p> <p>Graph a cube root function</p> <p>Solve a multi-step problem</p> <p>Graph a translated square root function</p> <p>Graph a translated cube root function</p> <p>Solve a radical equation</p> <p>Solve a radical equation given a function</p> <p>Solve an equation with a rational exponent</p> <p>Solve an equation with an extraneous solution</p> <p>Solve an equation with two radicals</p>	
<b>Unit Four: Exponential and Logarithmic Functions</b> <b>Timeline: 1 week</b>			

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Explain why the <math>x</math>-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.* <b>CC.9-12.A.REI.11</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. <b>CC.9-12.F.IF.7e</b></p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <b>CC.9-12.F.IF.8</b></p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</i> <b>CC.9-12.F.IF.8b</b></p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions. <b>CC.9-12.F.LE.1</b></p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that</p>	<p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p> <p>Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.</p> <p>Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.</p>	<p>Graph <math>y = b^x</math> for <math>b &gt; 1</math></p> <p>Graph <math>y = ab^x</math> for <math>b &gt; 1</math></p> <p>Graph <math>y = ab^{x-h} + k</math> for <math>b &gt; 1</math></p> <p>Solve a multi-step problem using the exponential growth model</p> <p>Find the balance in an account</p> <p>Graph <math>y = b^x</math> for <math>0 &lt; b &lt; 1</math></p> <p>Graph <math>y = ab^2</math> for <math>0 &lt; b &lt; 1</math></p> <p>Graph <math>y = ab^{x-h} + k</math> for <math>0 &lt; b &lt; 1</math></p> <p>Solve a multi-step problem using an exponential decay function</p> <p>Simplify natural base expressions</p> <p>Evaluate natural base expressions</p> <p>Graph natural base functions</p> <p>Solve a multi-step problem using a function involving <math>e</math></p> <p>Model continuously compounded interest</p> <p>Rewrite logarithmic equations</p> <p>Evaluate logarithms</p> <p>Evaluate common and natural logarithms</p> <p>Evaluate a logarithmic model</p> <p>Use inverse properties</p> <p>Find inverse functions</p> <p>Graph logarithmic functions</p> <p>Translate a logarithmic graph</p> <p>Use properties of logarithms</p>	<p><b><u>Informal Assessment:</u></b>            Countdown to Mastery            Exit Tickets            Skill Practice            Problem Solving problems            Lesson Quiz (paper and online)            Math Journal            Chapter Summary            Mixed Review</p> <p><b><u>Formal Assessment:</u></b>            Unit Test            Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>exponential functions grow by equal factors over equal intervals. <b>CC.9-12.F.LE.1a</b></p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. <b>CC.9-12.F.LE.1b</b></p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <b>CC.9-12.F.LE.1c</b></p> <p>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). <b>CC.9-12.F.LE.2</b></p> <p>For exponential models, express as a logarithm the solution to <math>ab^{ct} = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology. <b>CC.9-12.F.LE.4</b></p> <p>Interpret the parameters in a linear or exponential function in terms of a context. <b>CC.9-12.F.LE.5</b></p> <p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. <b>CC.9-12.S.ID.6</b></p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> <b>CC.9-12.S.ID.6a</b></p>	<p>When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.</p> <p>Causation implies correlation yet correlation does not imply causation.</p>	<p>Expand a logarithmic expression</p> <p>Use the change-of-base formula</p> <p>Use properties of logarithms in real life</p> <p>Solve by equating exponents</p> <p>Take a logarithm of each side of an equation</p> <p>Use an exponential model</p> <p>Solve a logarithmic equation</p> <p>Exponent each side of an equation</p> <p>Use a logarithmic model</p> <p>Write an exponential function</p> <p>Find an exponential model</p> <p>Use exponential regression</p> <p>Write a power function</p> <p>Find a power model</p> <p>Use power regression</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Five: Rational Functions</b> <b>Timeline: 2 weeks</b>			
<p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system. <b>CC.9-12.A.APR.6</b></p> <p>(+) 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. <b>CC.9-12.A.APR.7</b></p> <p>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> <b>CC.9-12.F.BF.3</b></p> <p>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* <b>CC.9-12.G.GMD.3</b></p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* <b>CC.9-12.F.IF.6</b></p> <p>Use the properties of exponents to interpret expressions for exponential functions. <i>For</i></p>	<p>How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials.</p> <p>Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation.</p> <p>Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.</p> <p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p> <p>Perimeter, Area, and Volume of Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.</p> <p>Geometric transformations of shape (composing, decomposing or slicing)</p>	<p>Graph a rational function of the form <math>y = a/x</math></p> <p>Graph a rational function of the form <math>y = a/x - h + k</math></p> <p>Graph a rational function of the form <math>y = ax + b/cx + d</math></p> <p>Solve a multi-step problem using simple and rational functions</p> <p>Graph a rational function (<math>m &lt; n</math>)</p> <p>Graph a rational function (<math>m = n</math>)</p> <p>Graph a rational function (<math>m &gt; n</math>)</p> <p>Solve a multi-step problem using rational functions</p> <p>Simplify a rational expression</p> <p>Solve a multi-step problem using surface area and volume formulas</p> <p>Add and subtract rational expressions</p> <p>Multiply a rational expression by a polynomial</p> <p>Multiply and divide rational expressions</p> <p>Divide a rational expression by a polynomial</p> <p>Add or subtract with like denominators</p> <p>Find a least common multiple (LCM)</p>	<p><b>Informal Assessment:</b>            Countdown to Mastery            Exit Tickets            Skill Practice            Problem Solving problems            Lesson Quiz (paper and online)            Math Journal            Chapter Summary            Mixed Review</p> <p><b>Formal Assessment:</b>            Unit Test            Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay. CC.9-12.F.IF.8b</i></p> <p>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. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* CC.9-12.F.IF.4</i></p>	correspond to algebraic changes in their equations.	<p>Add with unlike denominators</p> <p>Subtract with unlike denominators</p> <p>Simplify a complex fraction (Method 1) Simplify a complex fraction (Method 2)</p> <p>Solve a rational equation by cross multiplying</p> <p>Write and use a rational model</p> <p>Solve a rational equation with two solutions</p> <p>Check for extraneous solutions</p> <p>Solve a rational equation given a function</p> <p>Sketch a graph given a verbal description</p> <p>Investigate average rate of change</p> <p>Compare functions in different representations using maximums and x-intercepts</p> <p>Identify even and odd functions</p>	
<b>Unit Six: Data Analysis and Statistics</b> <b>Timeline: 1 week</b>			
<p>(+) Use permutations and combinations to compute probabilities of compound events and solve problems. CC.9-12.S.CP.9</p> <p>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. <i>For example, represent inequalities describing nutritional and</i></p>	<p>In a probability model, sample points represent outcomes and combine to make up events.</p> <p>The probabilities of the events can be computed by applying the Addition and Multiplication Rules.</p>	<p>Find combinations</p> <p>Decide to multiply or add combinations</p> <p>Solve a multi-step problem using combinations</p> <p>Use Pascal's triangle</p> <p>Expand a power of a binomial sum</p>	<p><b>Informal Assessment:</b>            Countdown to Mastery            Exit Tickets            Skill Practice            Problem Solving problems            Lesson Quiz (paper and online)            Math Journal            Chapter Summary            Mixed Review</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>cost constraints on combinations of different foods.</i> <b>CC.9-12.A.CED.3</b></p> <p>Know and apply the Binomial Theorem for the expansion of <math>(x + y)^n</math> in powers of <math>x</math> and <math>y</math> for a positive integer <math>n</math>, where <math>x</math> and <math>y</math> are any numbers, with coefficients determined for example by Pascal's Triangle.<sup>1</sup> <b>CC.9-12.A.APR.5</b></p> <p>(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. <b>CC.9-12.S.MD.1</b></p> <p>(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. <b>CC.9-12.S.MD.2</b></p> <p>(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each nd find the expected grade under various grading schemes.</i> <b>CC.9-12.S.MD.3</b></p>	<p>Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.</p> <p>How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials.</p> <p>Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation.</p> <p>An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function.</p> <p>Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems.</p>	<p>Expand a power of a binomial difference</p> <p>Find a coefficient in an expansion</p> <p>Construct a probability distribution</p> <p>Interpret a probability distribution</p> <p>Construct a binomial distribution</p> <p>Interpret a binomial distribution</p> <p>Classify distributions as symmetric or skewed</p> <p>Find a normal probability</p> <p>Interpret normally distributed data</p> <p>Use a z-score and the standard normal table</p> <p>Classify samples</p> <p>Identify a biased sample</p> <p>Choose an unbiased sample</p> <p>Find a margin of error</p> <p>Identify and correct bias in survey questioning</p> <p>Identify experiments and observational studies</p> <p>Evaluate a published report</p> <p>Design an experiment or observational study</p>	<p><b><u>Formal Assessment:</u></b></p> <p>Unit Test</p> <p>Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Seven: Sequences and Series</b> <b>Timeline: 2 weeks</b>			
<p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n+1) = f(n) + f(n-1)</math> for <math>n \geq 1</math>.</i> <b>CC.9-12.F.IF.3</b></p> <p>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). <b>CC.9-12.F.LE.2</b></p> <p>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* <b>CC.9-12.F.BF.2</b></p> <p>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). <b>CC.9-12.F.LE.2</b></p> <p>Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i> <b>CC.9-12.A.SSE.4</b></p> <p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>,</i></p>	<p>Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.</p> <p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p> <p>Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate.</p> <p>Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that</p>	<p>Write terms of sequences</p> <p>Write rules for sequences</p> <p>Solve a multi-step problem using a sequence table</p> <p>Write series using summation notation</p> <p>Find the sum of a series</p> <p>Use a formula for a sum</p> <p>Identify arithmetic sequences</p> <p>Write a rule for the <math>n^{\text{th}}</math> term</p> <p>Write a rule given a term and common difference</p> <p>Write a rule given two terms</p> <p>Use an arithmetic sequence and series in real life</p> <p>Identify geometric sequences</p> <p>Write a rule for the <math>n^{\text{th}}</math> term</p> <p>Write a rule given a term and common ratio</p> <p>Write a rule given two terms</p> <p>Find the sum of a geometric series</p> <p>Use a geometric sequence and series in real life</p> <p>Find partial sums</p> <p>Find sums of infinite geometric series</p> <p>Use an infinite series as a model</p> <p>Evaluate recursive rules</p>	<p><b><u>Informal Assessment:</u></b></p> <p>Countdown to Mastery</p> <p>Exit Tickets</p> <p>Skill Practice</p> <p>Problem Solving problems</p> <p>Lesson Quiz (paper and online)</p> <p>Math Journal</p> <p>Chapter Summary</p> <p>Mixed Review</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test</p> <p>Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
$f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ . <b>CC.9-12.F.IF.3</b> Write a function that describes a relationship between two quantities.* <b>CC.9-12.F.BF.1</b>  Determine an explicit expression, a recursive process, or steps for calculation from a context. <b>CC.9-12.F.BF.1a</b>  Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* <b>CC.9-12.F.BF.2</b>	exhibits some different aspect of its meaning.  Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.	Write recursive rules Write recursive rules for special sequences Solve a multi-step problem using a recursive rule Iterate a function Translate from an explicit rule to a recursive rule	
<b>Unit Eight: Quadratic Relations and Conic Solutions</b> <b>Timeline: 1 week</b>			
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* <b>CC.9-12.G.GPE.7</b>  Derive the equation of a parabola given a focus and directrix. <b>CC.9-12.G.GPE.2</b>  (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <b>CC.9-12.G.GPE.3</b>  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable	Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving.  Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions.  This correspondence between numerical coordinates and geometric points allows	Classify a triangle using the distance formula Find the midpoint of a line segment Find a perpendicular bisector Solve a multi-step problem using perpendicular bisectors Graph an equation of a parabola Write an equation of a parabola Solve a multi-step problem using a parabola Graph an equation of a circle Write an equation of a circle Graph an equation of an ellipse	<b>Informal Assessment:</b> Countdown to Mastery Exit Tickets Skill Practice Problem Solving problems Lesson Quiz (paper and online) Math Journal Chapter Summary Mixed Review  <b>Formal Assessment:</b> Unit Test Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> <b>CC.9-12.A.CED.3</b>	<p>methods from algebra to be applied to geometry and vice versa</p> <p>Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.</p> <p>An equation is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function.</p> <p>Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems</p>	<p>Write an equation given a vertex and a co-vertex</p> <p>Solve a multi-step problem using an ellipse equation</p> <p>Write an equation given a vertex and a focus</p> <p>Graph an equation of a hyperbola</p> <p>Write an equation of a hyperbola</p> <p>Solve a multi-problem using a hyperbola</p> <p>Graph the equation of a translated circle</p> <p>Graph the equation of a translated hyperbola</p> <p>Write an equation of a translated parabola</p> <p>Write an equation of a translated ellipse</p> <p>Identify symmetries of conic sections</p> <p>Solve a linear-quadratic system by graphing</p> <p>Solve a linear-quadratic system by substitution</p> <p>Solve a quadratic system by elimination</p> <p>Solve a real-life quadratic system</p>	
<b>Unit Nine: Trigonometric Ratios and Functions</b> <b>Timeline: 2weeks</b>			
<p>Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. <b>CC.9-12.F.TF.1</b></p> <p>Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. <b>CC.9-12.F.TF.2</b></p> <p>(+) Use special triangles to determine</p>	<p>The connection between extending the domain of trigonometric functions using the unit circle and graphing trigonometric functions in the Cartesian coordinate system to model periodic phenomena across the extended domain.</p> <p>That the graph of a function is a useful way of visualizing the relationship of the function</p>	<p>Evaluate trigonometric functions</p> <p>Find an unknown side length of a right triangle</p> <p>Use a calculator to solve a right triangle</p> <p>Use indirect measurement</p> <p>Use and angle of elevation</p> <p>Draw angles in standard position</p> <p>Find co-terminal angles</p> <p>Convert between degrees and radians</p>	<p><b>Informal Assessment:</b></p> <p>Countdown to Mastery</p> <p>Exit Tickets</p> <p>Skill Practice</p> <p>Problem Solving problems</p> <p>Lesson Quiz (paper and online)</p> <p>Math Journal</p> <p>Chapter Summary</p> <p>Mixed Review</p> <p><b>Formal Assessment:</b></p> <p>Unit Test</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>geometrically the values of sine, cosine, tangent for <math>\square \pi/3</math>, <math>\square \pi/4</math> and <math>\square \pi/6</math>, and use the unit circle to express the values of sine, cosine, and tangent for <math>\square \pi-x</math>, <math>\square \pi+x</math>, and <math>2\pi-x</math> in terms of their values for <math>x</math>, where <math>x</math> is any real number. <b>CC.9-12.F.TF.3</b></p> <p>(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). <b>CC.9-12.G.SRT.11</b></p> <p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. <b>CC.9-12.G.CO.8</b></p> <p>(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.* <b>CC.9-12.F.TF.7</b></p> <p>(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. <b>CC.9-12.F.TF.9</b></p>	<p>models, and manipulating a mathematical expression for a function can throw light on the function's properties (amplitude, frequency, and midline).</p> <p>The concept of congruence and symmetry can be understood from the perspective of geometric transformation.</p> <p>Once the triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures</p> <p>Construction is another way to visualize and create a strategic pathway to proof.</p> <p>Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades.</p> <p>These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.</p>	<p>Solve a multi-step problem using angles and radians</p> <p>Evaluate trigonometric functions given a point</p> <p>Use the unit circle</p> <p>Find reference angles</p> <p>Use reference angles to evaluate functions</p> <p>Calculate horizontal distance traveled</p> <p>Model with a trigonometric function</p> <p>Evaluate inverse trigonometric functions</p> <p>Solve a trigonometric equation</p> <p>Write and solve a trigonometric equation</p> <p>Solve a triangle for the AAS or ASA case</p> <p>Solve SSA case with one solution</p> <p>Examine the SSA case with no solution</p>	Portfolio

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.	<p>Solve the SSA cased with two solutions</p> <p>Find the area of a triangle</p> <p>Solve a triangle for the SAS case</p> <p>Solve a triangle for the SSS case</p> <p>Use the law of cosines in real life</p> <p>Solve a multi-step problem using a triangle</p>	
<b>Unit Ten: Trigonometric Graphs, Identities and Equations</b> <b>Timeline: 2 weeks</b>			
<p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. <b>CC.9-12.F.IF.7e</b></p> <p>Solve quadratic equations in one variable. <b>CC.9-12.A.REI.4</b></p> <p>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form. <b>CC.9-12.A.REI.4a</b></p> <p>b. Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. <b>CC.9-12.A.REI.4b</b></p> <p>Solve simple rational and radical equations in one variable, and give examples showing how</p>	<p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>The concept of congruence and symmetry can be understood from the perspective of geometric transformation.</p> <p>Construction is another way to visualize and create a strategic pathway to proof.</p> <p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts</p>	<p>Graph sine and cosine functions</p> <p>Graph a cosine function</p> <p>Model with a sine function</p> <p>Graph a tangent function</p> <p>Graph a vertical translation</p> <p>Graph a horizontal translation</p> <p>Graph a model for circular motion</p> <p>Combine a translation and a reflection using sine</p> <p>Combine a translation and a reflection using tangent</p> <p>Model with a tangent function</p> <p>Find trigonometric values</p> <p>Simplify a trigonometric expression</p> <p>Verify a trigonometric identity</p> <p>Verify a real-life trigonometric identity</p> <p>Solve a trigonometric equation</p>	<p><b>Informal Assessment:</b></p> <p>Countdown to Mastery</p> <p>Exit Tickets</p> <p>Skill Practice</p> <p>Problem Solving problems</p> <p>Lesson Quiz (paper and online)</p> <p>Math Journal</p> <p>Chapter Summary</p> <p>Mixed Review</p> <p><b>Formal Assessment:</b></p> <p>Unit Test</p> <p>Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>extraneous solutions may arise. <b>CC.9-12.A.REI.2</b></p> <p>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 transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). <b>CC.9-12.G.CO.2</b></p>	<p>including those contexts that are purely mathematical.</p>	<p>Solve a trigonometric equation in an interval</p> <p>Solve a real-life trigonometric equation</p> <p>Use the quadratic formula</p> <p>Solve an equation with an extraneous solution</p> <p>Evaluate a trigonometric expression</p> <p>Solve a trigonometric equation</p> <p>Evaluate trigonometric expressions</p> <p>Derive a trigonometric model</p> <p>Verify a trigonometric identity</p> <p>Solve a trigonometric equation</p>	

# Curriculum Framework for Mathematics

School: Early College High School @ DSU

Curricular Tool: Holt McDougal Geometry

Course: Geometry

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Exploring Geometry</b> <b>Timeline : 3 weeks</b>			
<p>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. <b>CC.9-12.G.CO.1</b></p> <p>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 transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). <b>CC.9-12.G.CO.2</b></p>	<p>The concept of congruence and symmetry can be understood from the perspective of geometric transformation.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do points, lines, and rays differ?</p> <p>What definitions are used to classify angles?</p> <p>How can you describe the relationship between two lines?</p> <p>Why is Geometry important to us?</p> <p><b><u>Learning Targets:</u></b></p> <p>Begin to construct a geometry portfolio that will help to organize their work throughout the course.</p> <p>Understand and identify the undefined terms point, line and plane</p> <p>Define segment, ray, angle, collinear, intersect, intersection and coplanar</p> <p>Investigate postulates about points, lines and planes Construct a geometry ruler</p> <p>Define length, and congruent</p> <p>Identify and use the Segment Addition Postulate</p> <p>Measure angles with a protractor</p> <p>Identify and use the Angle Addition Postulate</p>	<p><b><u>Informal:</u></b></p> <p>Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review</p> <p><b><u>Formal Assessment:</u></b></p> <p>Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Use paper folding to construct perpendicular lines, parallel lines, segment bisectors and angle bisectors</p> <p>Define and make geometry conjectures</p> <p>Discover points of concurrency in triangles.</p> <p>Draw the inscribed and circumscribed circles of triangles.</p> <p>Identify and draw the three basic rigid transformations: translation, rotation, and reflection</p> <p>Review the algebraic concepts of coordinate plane, origin, x and y-coordinates, and ordered pair.</p> <p>Construct translations, reflections across axes, and rotations about the origin on a coordinate plane</p>	
<b>Unit Two: Parallels and Polygons</b> <b>Timeline: 2 weeks</b>			
<p>Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. CC.9-12.G.CO.9</i></p> <p>Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CC.9-12.G.CO.10</i></p>	<p>The concept of congruence and symmetry can be understood from the perspective of geometric transformation.</p> <p>Once the triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles,</p>	<p><b><u>Essential Questions:</u></b></p> <p>What similarities and differences exist between triangles?</p> <p><b><u>Learning Targets:</u></b></p> <p>Identify the properties of quadrilaterals and the relationships among properties</p> <p>Define transversal, alternate interior angles, alternate exterior angle, same-side interior angles and corresponding angles</p> <p>Identify and use the converse of the Corresponding</p>	<p><b><u>Informal:</u></b></p> <p>Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review</p> <p><b><u>Formal Assessment:</u></b></p> <p>Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i> <b>CC.9-12.G.CO.11</b>	quadrilaterals, and other geometric figures  Construction is another way to visualize and create a strategic pathway to proof.	Angles Postulate.  Prove that lines are parallel by using theorems and postulates  Identify and use the Parallel Postulate and the Triangle Sum Theorem  Define interior and exterior angles of a polygon  Develop and use formulas for the sums of the measures of interior and exterior angles of a polygon  Define midsegment of a triangle and midsegment of a trapezoid.  Develop and use formulas based on the properties of triangle and trapezoid midsegments  Develop and use theorems about equal slopes and slopes of perpendicular lines  Solve problems involving perpendicular and parallel lines in the coordinate plane by using appropriate theorems.	
<b>Unit Three: Triangle Congruence</b> <b>Timeline: 3 weeks</b>			
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 transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). <b>CC.9-12.G.CO.2</b>  Given a rectangle, parallelogram, trapezoid, or	The concept of congruence and symmetry can be understood from the perspective of geometric transformation.  Once the triangle	Define congruent polygons  Solve problems by using congruent polygons  Explore triangle rigidity  Develop three congruence postulates for triangles – SSS, SAS, and ASA	<b>Informal:</b> Lesson Quiz Exit Tickets Journal Prompts Homework Math Connections Problems Chapter Review

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>regular polygon, describe the rotations and reflections that carry it onto itself. <b>CC.9-12.G.CO.3</b></p> <p>Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. <b>CC.9-12.G.CO.4</b></p> <p>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. <b>CC.9-12.G.CO.5</b></p> <p>Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. <b>CC.9-12.G.CO.6</b></p> <p>Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <b>CC.9-12.G.CO.7</b></p> <p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. <b>CC.9-12.G.CO.8</b></p> <p>Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a</i></p>	<p>congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures</p> <p>Construction is another way to visualize and create a strategic pathway to proof.</p>	<p>Identify and use the SSS, SAS and ASA Congruence Postulates and the AAS and HL Congruence Theorems</p> <p>Use counterparts to prove that other side and angle combinations cannot be used to prove triangle congruence.</p> <p>Use congruence of triangles to conclude congruence of corresponding parts</p> <p>Develop and use the Isosceles Triangle Theorem</p> <p>Prove quadrilateral conjectures by using triangle congruence postulates and theorems</p> <p>Develop conjectures about special quadrilaterals- parallelograms, rectangles, and rhombuses</p> <p>Construct congruent copies of segments, angles, and triangles.</p> <p>Construct an angle bisector Translate, rotate, and reflect figures by using a compass and straightedge</p> <p>Prove that translations, rotations, and reflections preserve congruence and other properties</p> <p>Use the Betweenness Postulate to establish the Triangle Inequality Theorem</p>	<p><b>Formal Assessment:</b> Chapter Test Chapter Project Cumulative Assessment Geometry Portfolio</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>line segment are exactly those equidistant from the segment's endpoints. CC.9-12.G.CO.9</i></p> <p>Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CC.9-12.G.CO.10</i></p> <p>Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. CC.9-12.G.CO.11</i></p>			
<b>Unit Four: Special Right Triangles</b> <b>Timeline: 2 weeks</b>			
<p>Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* <b>CC.9-12.G.GPE.7</b></p> <p>Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. <b>CC.9-12.G.SRT.6</b></p> <p>Explain and use the relationship between the sine and cosine of complementary angles. <b>CC.9-12.G.SRT.7</b></p> <p>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* <b>CC.9-12.G.SRT.8</b></p>	<p>Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades.</p>	<p>Identify and use the Area of a Rectangle and the Sum of Areas Postulates</p> <p>Solve problems involving fixed perimeters and fixed areas</p> <p>Develop formulas for the areas of triangles, parallelograms, and trapezoids.</p> <p>Solve problems by using the formulas for the areas of triangles, parallelograms, and trapezoids</p> <p>Identify and apply formulas for the circumference and area of a circle.</p>	<p><b>Informal:</b>  Lesson Quiz  Exit Tickets  Journal Prompts  Homework  Math Connections  Problems  Chapter Review</p> <p><b>Formal Assessment:</b>  Chapter Test  Chapter Project  Cumulative Assessment  Geometry Portfolio</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.</p> <p>The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.</p> <p>Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving.</p> <p>Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions.</p> <p>This correspondence between numerical coordinates and geometric points</p>	<p>Solve problems by using the formulas for the circumference and area of a circle.</p> <p>Identify and apply the Pythagorean theorem and its converse</p> <p>Solve problems by using the Pythagorean Theorem</p> <p>Identify and use the 45-45-90 Triangle Theorem and the 30-60-90 Triangle Theorem</p> <p>Identify and use the formulas for the area of a regular polygon</p> <p>Develop and apply the distance formula</p> <p>Use the distance formula to develop techniques for estimating the area under a curve.</p> <p>Develop coordinate proofs for the Triangle Midsegment Theorem, the diagonals of a parallelogram and the reflection point across the line <math>y=x</math></p> <p>Use the concepts of coordinate proofs to solve problems on the coordinate plane.</p> <p>Develop and apply the basic formula for geometric probability</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>allows methods from algebra to be applied to geometry and vice versa</p> <p>Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.</p>		
<b>Unit Five: Surface Area and Volume</b> <b>Timeline: 2 weeks</b>			
<p>Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* <b>CC.9-12.G.GMD.3</b></p> <p>Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* <b>CC.9-12.G.MG.1</b></p> <p>Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).* <b>CC.9-12.G.MG.2</b></p> <p>Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).* <b>CC.9-12.G.MG.3</b></p>	<p>Perimeter, Area, and Volume of Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.</p> <p>Geometric transformations of shape (composing, decomposing or slicing) correspond to algebraic changes in their equations.</p> <p>Real-world situations are not organized and</p>	<p>Explore the ratios of surface area to volume</p> <p>Develop the concepts of maximizing volume and minimizing surface area</p> <p>Define and use the formula for finding the surface area of a right prism.</p> <p>Define and use the formula for finding the volume of a right prism</p> <p>Use Cavalieri's Principle to develop the formula for the volume of a right or oblique prism</p> <p>Define and use the formula for the surface area of a regular pyramid</p> <p>Define and use the formula for the volume of a pyramid</p> <p>Define and use the formula for the surface area of a</p>	<p><b>Informal:</b>  Lesson Quiz  Exit Tickets  Journal Prompts  Homework  Math Connections  Problems  Chapter Review</p> <p><b>Formal Assessment:</b>  Chapter Test  Chapter Project  Cumulative Assessment  Geometry Portfolio</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>labeled for analysis; formulating flexible geometric models, representing such models, and analyzing them is a creative process.</p> <p>The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them.</p>	<p>right cylinder</p> <p>Define and use the formula for the volume of a cylinder</p> <p>Define and use the formula for the surface area of a cone</p> <p>Define and use the formula for the volume of a cone</p> <p>Define and use the formula for the surface area of a sphere</p> <p>Define and use the formula for the volume of a sphere</p> <p>Define various transformations in three-dimensional space</p> <p>Solve problems by using transformation in three-dimensional space</p>	
<b>Unit Six: Similar Shapes</b> <b>Timeline: 2 weeks</b>			
<p>Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. <b>CC.9-12.G.SRT.6</b></p> <p>Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. <b>CC.9-12.G.CO.6</b></p>	<p>Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of</p>	<p>Constructing a dilation of a segment and a point by using a scale factor</p> <p>Construct a dilation of a closed plane figure</p> <p>Define similar polygons</p> <p>Use Properties of Proportions and scale factor to solve problems involving similar polygons</p> <p>Develop the AA Triangle Similarity Postulate and</p>	<p><b>Informal:</b>  Lesson Quiz  Exit Tickets  Journal Prompts  Homework  Math Connections  Problems  Chapter Review</p> <p><b>Formal Assessment:</b>  Chapter Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. <b>CC.9-12.G.CO.7</b></p> <p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. <b>CC.9-12.G.CO.8</b></p>	<p>"same shape" and "scale factor" developed in the middle grades.</p> <p>These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.</p> <p>The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.</p>	<p>the SSS and SAS Triangle Similarity Theorems</p> <p>Develop and prove the Side-Splitting Theorem</p> <p>Use the Side-Splitting Theorem to solve problems</p> <p>Use the triangle similarity to measure distances indirectly</p> <p>Develop and use similarity theorems for altitudes and medians of triangles</p> <p>Develop and use ratios for areas of similar figures</p> <p>Develop and use ratios for volumes of similar solids</p> <p>Explore relationships between cross-sectional area, weight, and height.</p>	<p>Chapter Project</p> <p>Cumulative Assessment</p> <p>Geometry Portfolio</p>
<b>Unit Seven: Circles</b> <b>Timeline: 2 weeks</b>			
<p>Prove that all circles are similar. <b>CC.9-12.G.C.1</b></p> <p>Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i> <b>CC.9-12.G.C.2</b></p> <p>Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. <b>CC.9-12.G.C.3</b></p>	<p>Properties of Circles can be described by theorems that integrate algebraic and geometric understanding, modeling, and proof.</p> <p>Properties of Circles can be used to derive an understanding of the radian measure of an angle.</p>	<p>Define a circle and its associated parts, and use them in constructions</p> <p>Define and use the degree measure of arcs</p> <p>Define and use the length measure of arcs</p> <p>Prove a theorem about chords and their intercepted arcs</p> <p>Define tangents and secants of circles</p> <p>Understand the relationship between tangents and certain radii of circles</p>	<p><b>Informal:</b></p> <p>Lesson Quiz</p> <p>Exit Tickets</p> <p>Journal Prompts</p> <p>Homework</p> <p>Math Connections</p> <p>Problems</p> <p>Chapter Review</p> <p><b>Formal Assessment:</b></p> <p>Chapter Test</p> <p>Chapter Project</p> <p>Cumulative Assessment</p> <p>Geometry Portfolio</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>(+) Construct a tangent line from a point outside a given circle to the circle. <b>CC.9-12.G.C.4</b></p> <p>Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. <b>CC.9-12.G.C.5</b></p>		<p>Understand the geometry of a radius perpendicular to a chord of a circle</p> <p>Define inscribed angle and intercepted arc</p> <p>Develop and use the Inscribed Angle Theorem and its corollaries</p> <p>Define angles formed by secants and tangents of circles</p> <p>Develop and use theorems about measures of arcs intercepted by these angles.</p> <p>Define special cases of segments related to circles, including secant-secant, secant-tangent, and chord-chord</p> <p>Develop and use theorems about measures of the segments</p> <p>Develop and use the equation of a circle</p> <p>Adjust the equation for a circle to move the center in a coordinate plane</p>	

# Curriculum Framework for Mathematics

**School:** Early College High School @ DSU

**Curricular Tool:** College Algebra and Trigonometry (Ratti and McWaters)

**Course:** Trigonometry (dual enrollment)

## MTSC-122. TRIGONOMETRY

A course designed to prepare students for calculus. Topics include exponential and logarithmic functions, trigonometric functions and graphs, trigonometric identities, trigonometric equations, inverse trigonometric functions, laws of sines and cosines and applications, matrices and determinants, and systems of equations.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Exponential and Logarithmic Functions</b> <b>Timeline: 5 weeks</b>			
<p>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. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5^{(1/3)3}</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</i> <b>CC.9-12.N.RN.1</b></p> <p>Rewrite expressions involving radicals and rational exponents using the properties of exponents. <b>CC.9-12.N.RN.2</b></p> <p>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. <b>CC.9-12.N.RN.3</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline,</p>	<p>How properties of rational exponents, rational number, and irrational number are defined using characteristic patterns of equivalency and computation, to build a comprehensive knowledge of the structure and order of the real number system.</p> <p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including</p>	<p><b>Essential Questions:</b></p> <p>What are the characteristics and importance of the exponential function?</p> <p>What are the characteristics and importance of the logarithmic function?</p> <p>What real-world examples will model an exponential function and a logarithmic function?</p> <p><b>Learning Targets:</b></p> <p>Students will recognize and evaluate exponential functions with base <math>a</math>.</p> <p>Students will graph exponential functions.</p> <p>Students will recognize, evaluate and graph exponential functions with base <math>e</math>.</p> <p>Students will use exponential functions to model and solve real-life problems.</p> <p>Students will recognize and evaluate logarithmic functions with base <math>a</math>.</p> <p>Students will graph logarithmic functions.</p> <p>Students will recognize, evaluate and graph natural</p>	<p><b>Informal:</b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b>Formal Assessment:</b></p> <p>Lesson quizzes Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>and amplitude. <b>CC.9-12.F.IF.7e</b></p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <b>CC.9-12.F.IF.8</b></p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay. <b>CC.9-12.F.IF.8b</b></p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i> <b>CC.9-12.F.IF.9</b></p> <p>(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. <b>CC.9-12.F.BF.5</b></p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions. <b>CC.9-12.F.LE.1</b></p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. <b>CC.9-12.F.LE.1a</b></p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. <b>CC.9-12.F.LE.1b</b></p> <p>c. Recognize situations in which a quantity grows or decays by a constant percent rate</p>	<p>those contexts that are purely mathematical.</p> <p>Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Exponential and Logarithmic functions are inverse functions.</p> <p>The definition of the derivative and integral can be applied to logarithmic, exponential and transcendental functions.</p>	<p>logarithmic functions.</p> <p>Students will use logarithmic functions to model and solve real-life problems.</p> <p>Students will use the change-of-base formula to rewrite and evaluate logarithmic expressions.</p> <p>Students will use properties of logarithms to evaluate or rewrite logarithmic expressions.</p> <p>Students will use properties of logarithms to expand or condense logarithmic expressions.</p> <p>Students will use logarithmic functions to model and solve real-life problems.</p> <p>Students will solve simple exponential and logarithmic equations.</p> <p>Students will solve more complicated exponential equations.</p> <p>Students will solve more complicated logarithmic equations.</p> <p>Students will use exponential and logarithmic equations to model and solve real-life problems.</p> <p>Students will recognize the five most common types of models involving exponential and logarithmic functions.</p> <p>Students will use exponential growth and decay functions to model and solve real-life problems.</p> <p>Students will use Gaussian functions to model and solve real-life functions.</p> <p>Students will use logistic growth functions to model and solve real-life problems.</p> <p>Students will use logarithmic functions to model and solve real-life problems.</p> <p>Students will differentiate natural exponential functions.</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>per unit interval relative to another. <b>CC.9-12.F.LE.1c</b></p> <p>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). <b>CC.9-12.F.LE.2</b></p> <p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. <b>CC.9-12.F.LE.3</b></p> <p>For exponential models, express as a logarithm the solution to <math>ab^{ct} = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology. <b>CC.9-12.F.LE.4</b></p> <p>Interpret the parameters in a linear or exponential function in terms of a context. <b>CC.9-12.F.LE.5</b></p>		<p>Students will integrate natural exponential functions.</p> <p>Students will find derivatives of functions involving the natural logarithmic function.</p> <p>Students will use logarithms as an aid in differentiating non logarithmic functions.</p> <p>Students will find derivatives of exponential and logarithmic functions in bases other than <math>e</math>.</p> <p>Students will use the Log Rule For Integration to integrate a rational function.</p> <p>Students will use separation of variables to solve a simple differential equation.</p> <p>Students will use exponential functions to model growth and decay in applied problems.</p>	
<b>Unit Two: Trigonometric Functions</b> <b>Timeline: 4 weeks</b>			
<p>Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. <b>CC.9-12.F.TF.1</b></p> <p>Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. <b>CC.9-12.F.TF.2</b></p> <p>(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for <math>\pi/3</math>, <math>\pi/4</math> and <math>\pi/6</math>, and use the unit circle to express the values of sine, cosine, and tangent for <math>\pi-x</math>, <math>\pi+x</math>, and <math>2\pi-x</math> in terms of their values for <math>x</math>, where <math>x</math> is any real number. <b>CC.9-12.F.TF.3</b></p>	<p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p> <p>Similarity transformations (rigid motions</p>	<p><b>Essential Questions:</b></p> <p>How can angles be described, radian measures be used, and degree measures be used?</p> <p>How can trigonometric functions be evaluated using the unit circle?</p> <p>How can trigonometric functions be evaluated for acute angles and how can fundamental trigonometric identities be used?</p> <p>How can reference angles be used to evaluate trigonometric functions of any angle?</p> <p>How can the graphs of sine and cosine be sketched?</p> <p>How do the graphs of trigonometric functions differ from graphs previously studied?</p>	<p><b>Informal:</b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b>Formal Assessment:</b></p> <p>Lesson quizzes Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. <b>CC.9-12.F.TF.4</b></p> <p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* <b>CC.9-12.F.TF.5</b></p> <p>(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. <b>CC.9-12.F.TF.6</b></p> <p>(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.* <b>CC.9-12.F.TF.7</b></p> <p>Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. <b>CC.9-12.G.SRT.6</b></p> <p>Explain and use the relationship between the sine and cosine of complementary angles. <b>CC.9-12.G.SRT.7</b></p> <p>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* <b>CC.9-12.G.SRT.8</b></p> <p>Prove the Pythagorean identity <math>\sin^2(\theta) + \cos^2(\theta) = 1</math> and use it to find <math>\sin(\theta)</math>, <math>\cos(\theta)</math>, or <math>\tan(\theta)</math> given <math>\sin(\theta)</math>, <math>\cos(\theta)</math>, or <math>\tan(\theta)</math> and the quadrant of the angle. <b>CC.9-12.F.TF.8</b></p> <p>(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. <b>CC.9-12.F.TF.9</b></p>	<p>followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades.</p> <p>These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.</p> <p>The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles. The connection between extending the domain of trigonometric functions using the unit circle and graphing trigonometric</p>	<p>How can the graphs of tangent, cotangent, secant, and cosecant be sketched?</p> <p>How can inverse trigonometric functions be evaluated?</p> <p>How are real-life problems involving right triangles, solved?</p> <p><b>Learning Targets:</b></p> <p>Students will describe angles.</p> <p>Students will use radian measure.</p> <p>Students will use degree measure.</p> <p>Students will use angles to model and solve real-life problems.</p> <p>Students will identify a unit circle and describe its relationship to real numbers.</p> <p>Students will evaluate trigonometric functions using the unit circle.</p> <p>Students will use the domain and period to evaluate sine and cosine functions.</p> <p>Students will use a calculator to evaluate trigonometric functions.</p> <p>Students will evaluate trigonometric functions of acute angles.</p> <p>Students will use fundamental trigonometric identities.</p> <p>Students will use trigonometric functions to model and solve real-life problems.</p> <p>Students will evaluate trigonometric functions of any angle.</p> <p>Students will use reference angles to evaluate trigonometric functions.</p> <p>Students will sketch the graphs of basic sine and cosine</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>functions in the Cartesian coordinate system to model periodic phenomena across the extended domain.</p> <p>That the graph of a function is a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties (amplitude, frequency, and midline).</p>	<p>functions.</p> <p>Students will use amplitude and period to help sketch the graphs of sine and cosine functions.</p> <p>Students will sketch translations of the graphs of sine and cosine functions.</p> <p>Students will use sine and cosine functions to model real-life data.</p> <p>Students will sketch the graphs of tangent functions.</p> <p>Students will sketch the graphs of cotangent functions.</p> <p>Students will sketch the graphs of secant and cosecant functions.</p> <p>Students will sketch the graphs of damped trigonometric functions.</p> <p>Students will evaluate and graph the inverse sine function.</p> <p>Students will evaluate and graph the other inverse trigonometric functions.</p> <p>Students will evaluate and graph the compositions of trigonometric functions.</p> <p>Students will solve real-life problems involving right triangles.</p> <p>Students will solve real-life problems involving directional bearings.</p> <p>Students will solve real-life problems involving harmonic motion.</p> <p>Students will recognize and write the fundamental trigonometric identities.</p> <p>Students will use the fundamental trigonometric identities to evaluate trigonometric functions, simplify trigonometric expressions, and rewrite trigonometric</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		expressions. Students will verify trigonometric identities. Students will use standard algebraic techniques to solve trigonometric equations. Students will solve trigonometric equations of quadratic type. Students will solve trigonometric equations involving multiple angles. Students will use inverse trigonometric functions to solve trigonometric equations. Students will use sum and difference formulas to evaluate trigonometric functions, verify identities, and solve trigonometric equations. Students will use multiple-angle formulas to rewrite and evaluate trigonometric functions. Students will use power-reducing formulas to rewrite and evaluate trigonometric functions. Students will use half-angle formulas to rewrite and evaluate trigonometric functions. Students will use product-to-sum and sum-to-product formulas to rewrite and evaluate trigonometric functions. Students will use trigonometric formulas to rewrite real-life models.	
<b>Unit Three: Trigonometric Identities and Equations</b> <b>Timeline: 5 weeks</b>			
This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards. 1. Make sense of problems and persevere in solving	Fundamental trigonometric identities can be used to simplify trigonometric expressions.	<b>Essential Questions:</b> What are the essential trigonometric identities? What are the fields that make use of trigonometry and trigonometric functions?	<b>Informal:</b> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>	<p>Finding the derivative of a function may require the use of several rules, including rules for: sums, products, quotients, powers, exponentials, logarithms, trigonometric and inverse trigonometric functions, and the chain rule.</p>	<p>How do you simplify a trigonometric expression?</p> <p>How do you solve trigonometric equations with a single trigonometric function?</p> <p>How do you solve trigonometric equations with more than one trigonometric function?</p> <p>How do you solve trigonometric equations using inverse trig functions?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will determine the limits of trigonometric functions.</p> <p>Students will find and use the derivatives of the sine and cosine functions.</p> <p>Students will find and use the derivatives of other trigonometric functions.</p> <p>Students will apply the First Derivative Test to find the minima and maxima of a function.</p> <p>Students will integrate trigonometric functions using trigonometric identities and <math>u</math>-substitution.</p> <p>Students will use integrals to find the average value of a function.</p> <p>Students will differentiate an inverse trigonometric function.</p> <p>Students will review the basic differentiation rules for elementary functions.</p> <p>Students will integrate functions whose antiderivatives involve inverse trigonometric functions.</p> <p>Students will use the method of completing the square to integrate a function.</p> <p>Students will review the basic integration rules involving</p>	<p><b><u>Formal Assessment:</u></b></p> <p>Lesson quizzes</p> <p>Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		elementary functions.	
<b>Unit Four: Applications of Trigonometric Functions</b> <b>Timeline: 3 weeks</b>			
<p>(+) Prove the Laws of Sines and Cosines and use them to solve problems. <b>CC.9-12.G.SRT.10</b></p> <p>(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). <b>CC.9-12.G.SRT.11</b></p>	<p>Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades.</p> <p>Transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.</p> <p>The definition of trigonometric ratios is not only useful in solving right triangle problems but can also be applied to general triangles.</p>	<p><b>Essential Questions:</b> What are the strengths and weaknesses of the Law of Sines and the Law of Cosines?</p> <p><b>Learning Targets:</b> Students will use the Law of Sines to solve oblique triangles (AAS, ASA, or SSA). Students will find the areas of oblique triangles. Students will use the Law of Sines to model and solve real-life problems. Students will use the Law of Cosines to solve oblique triangles (SSS or SAS). Students will use Heron's Area Formula to find the area of a triangle. Students will use the Law of Cosines to model and solve real-life problems. Students will plot complex numbers in the complex plane and find absolute values or complex numbers. Students will write the trigonometric forms of complex numbers. Students will multiply and divide complex numbers written in trigonometric form. Students will use DeMoivre's Theorem to find powers of complex numbers. Students will find <math>n^{\text{th}}</math> roots of complex numbers.</p>	<p><b>Informal:</b> Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b>Formal Assessment:</b> Lesson quizzes Unit Test</p>

# Curriculum Framework for Mathematics

School: Early College High School @ DSU

Curricular Tool: Calculus I with Pre-Calculus (Larson & Edwards)

Course: Pre-Calculus

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit P: Prerequisites</b> <b>Timeline : 10 days</b>			
<p>Interpret expressions that represent a quantity in terms of its context.* <b>CC.9-12.A.SSE.1</b></p> <ol style="list-style-type: none"> <li>Interpret parts of an expression, such as terms, factors, and coefficients. <b>CC.9-12.A.SSE.1a</b></li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i> <b>CC.9-12.A.SSE.1b</b></li> </ol> <p>Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i> <b>CC.9-12.A.SSE.2</b></p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* <b>CC.9-12.A.SSE.3</b></p> <ol style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeros of the function it defines. <b>CC.9-12.A.SSE.3a</b></li> <li>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. <b>CC.9-12.A.SSE.3b</b></li> <li>Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression <math>1.15^{-1}</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i> <b>CC.9-12.A.SSE.3c</b></li> </ol> <p>Understand that polynomials form a system analogous to the</p>	<p>Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning.</p> <p>Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.</p> <p>How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials.</p> <p>Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation.</p> <p>An equation is a record of a computation with numbers, symbols that represent numbers,</p>	<p><b>Learning Targets:</b></p> <p>Students will identify different types of equations</p> <p>Students will solve linear equations in one variable and equations that lead to linear equations</p> <p>Students will solve quadratic equations by factoring, extracting square roots, completing the square, and using the quadratic formula</p> <p>Students will solve polynomial equations of degree three or greater</p> <p>Students will solve equations using radicals</p> <p>Students will solve equations with absolute value</p> <p>Students will represent solutions of linear inequalities in one variable</p> <p>Students will represent use properties of inequalities to create equivalent inequalities and solve inequalities in one variable</p> <p>Students will solve inequalities involving absolute value</p>	<p><b>Informal:</b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b>Formal Assessment:</b></p> <p>Capstones Lesson quizzes Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. <b>CC.9-12.A.APR.1</b></p> <p>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. <b>CC.9-12.A.APR.3</b></p> <p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system. <b>CC.9-12.A.APR.6</b></p> <p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> <b>CC.9-12.A.CED.1</b></p> <p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. <b>CC.9-12.A.CED.2</b></p> <p>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. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> <b>CC.9-12.A.CED.3</b></p> <p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</i> <b>CC.9-12.A.CED.4</b></p> <p>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. <b>CC.9-12.A.REI.1</b></p>	<p>arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function.</p> <p>Numeric relationships can be symbolically represented as equations and inequalities and fluency in transforming these symbolic representations is a tool for graphing and solving problems.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p>	<p>Students will solve polynomial inequalities and rational inequalities</p> <p>Students will plot points in the Cartesian plane</p> <p>Students will use the distance formula to find the distance between two points and use the midpoint formula to find the midpoint of a line segment</p> <p>Students will use a coordinate plane to model and solve real-life problems</p> <p>Students will sketch graphs of equations</p> <p>Students will find x- and y-intercepts of graphs of equations</p> <p>Students will use symmetry to sketch graphs of equations</p> <p>Students will find equations of and sketch graphs of circles</p> <p>Students will use graphs of equations in solving real-life problems</p> <p>Students will use slope to graph linear equations in two variable</p> <p>Students will find the slope of a line given two points on the line</p> <p>Students will write linear equations in two variables</p> <p>Students will use slope to identify parallel and perpendicular lines</p>	

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<p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <b>CC.9-12.A.REI.3</b></p> <p>Solve quadratic equations in one variable. <b>CC.9-12.A.REI.4</b></p> <ol style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form. <b>CC.9-12.A.REI.4a</b></li> <li>Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. <b>CC.9-12.A.REI.4b</b></li> </ol> <p>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. <b>CC.9-12.A.REI.5</b></p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. <b>CC.9-12.A.REI.6</b></p> <p>Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line <math>y = -3x</math> and the circle <math>x^2 + y^2 = 3</math>.</i> <b>CC.9-12.A.REI.7</b></p> <p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). <b>CC.9-12.A.REI.10</b></p> <p>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. <b>CC.9-12.G.CO.1</b></p>		<p>Students will use slope and linear equations in two variables to model and solve real-life problems</p>	

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<p>Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <b>CC.9-12.G.GPE.1</b></p> <p>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). <b>CC.9-12.G.GPE.5</b></p> <p>Find the point on a directed line segment between two given points that partitions the segment in a given ratio. <b>CC.9-12.G.GPE.6</b></p>			
<b>Unit One: Functions and their Graphs</b> <b>Timeline : 12 days</b>			
<p>Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i> <b>CC.9-12.A.SSE.2</b></p> <p>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. <b>CC.9-12.A.APR.1</b></p> <p>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>. <b>CC.9-12.F.IF.1</b></p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. <b>CC.9-12.F.IF.2</b></p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of</p>	<p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from contexts including those contexts that are purely mathematical.</p> <p>Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.</p>	<p><u>Essential Questions:</u></p> <p>How are functions recognized, represented, and evaluated?</p> <p>How are graphs of functions sketched and analyze?</p> <p>How can graphs of functions be transformed?</p> <p>How can functions be combined?</p> <p>How to find inverse functions?</p> <p>How can functions be used to model mathematical data?</p> <p><u>Learning Targets:</u></p> <p>Students will determine whether relations between two variables are functions.</p> <p>Students will use function notation and evaluate functions.</p> <p>Students will find the domains of</p>	<p><u>Informal:</u></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><u>Formal Assessment:</u></p> <p>Capstones Lesson quizzes Unit Test</p>

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<p>the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> * <b>CC.9-12.F.IF.4</b></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i> * <b>CC.9-12.F.IF.5</b></p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. * <b>CC.9-12.F.IF.6</b></p> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. * <b>CC.9-12.F.IF.7</b></p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima. <b>CC.9-12.F.IF.7a</b></p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <b>CC.9-12.F.IF.8</b></p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. <b>CC.9-12.F.IF.8a</b></p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i> <b>CC.9-12.F.IF.9</b></p> <p>Write a function that describes a relationship between two quantities. * <b>CC.9-12.F.BF.1</b></p>		<p>functions.</p> <p>Students will use functions to model and solve real-life problems</p> <p>Students will use the Vertical Line Test for functions</p> <p>Students will find the zeros of functions.</p> <p>Students will determine intervals on which functions are increasing or decreasing and determine relative maximum and relative minimum values of functions.</p> <p>Students will identify and graph linear functions</p> <p>Students will identify and graph step and other piecewise-defined functions</p> <p>Students will identify even and odd functions.</p> <p>Students will recognize graphs of common functions.</p> <p>Students will use vertical and horizontal shifts to sketch graphs of functions.</p> <p>Students will use reflections to sketch graphs of functions.</p> <p>Students will use non-rigid transformations to sketch graphs of functions.</p> <p>Students will add, subtract, multiply and divide functions.</p>	

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<p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context. <b>CC.9-12.F.BF.1a</b></p> <p>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i> <b>CC.9-12.F.BF.1b</b></p> <p>c. (+) Compose functions. <i>For example, if <math>T(y)</math> is the temperature in the atmosphere as a function of height, and <math>h(t)</math> is the height of a weather balloon as a function of time, then <math>T(h(t))</math> is the temperature at the location of the weather balloon as a function of time.</i> <b>CC.9-12.F.BF.1c</b></p> <p>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> <b>CC.9-12.F.BF.3</b></p> <p>Find inverse functions. <b>CC.9-12.F.BF.4</b></p> <p>a. Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</i> <b>CC.9-12.F.BF.4a</b></p> <p>b. (+) Verify by composition that one function is the inverse of another. <b>CC.9-12.F.BF.4b</b></p> <p>c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. <b>CC.9-12.F.BF.4c</b></p> <p>d. (+) Produce an invertible function from a non-invertible function by restricting the domain. <b>CC.9-12.F.BF.4d</b></p>		<p>Students will find the composition of one function with another function.</p> <p>Students will use combinations and compositions of functions to model and solve real-life problems.</p> <p>Students will find inverse functions informally and verify that two functions are inverse functions of each other.</p> <p>Students will use graphs of functions to determine whether functions have inverse functions.</p> <p>Students will use graphs of functions to determine whether functions have inverse functions.</p> <p>Students will use the Horizontal Line Test to determine if functions are one-on-one.</p> <p>Students will find inverse functions analytically.</p> <p>Students will use mathematical models to approximate sets of data points.</p> <p>Students will use the <i>regression</i> feature of a graphing utility to find the equation of a least squares regression line.</p> <p>Students will write mathematical models for direct variation.</p> <p>Students will write mathematical models for direct variations as an</p>	

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		$n$ th power.  Students will write mathematical models for inverse variation.  Students will write mathematical models for joint variation.	
<b>Unit Two: Polynomial and Rational Functions</b> <b>Timeline: 12 days</b>			
<p>Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real. <b>CC.9-12.N.CN.1</b></p> <p>Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. <b>CC.9-12.N.CN.2</b></p> <p>(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers. <b>CC.9-12.N.CN.3</b></p> <p>(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. <b>CC.9-12.N.CN.4</b></p> <p>(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. <i>For example, <math>(-1 + \sqrt{3}i)^3 = 8</math> because <math>(-1 + \sqrt{3}i)</math> has modulus 2 and argument <math>120^\circ</math>.</i> <b>CC.9-12.N.CN.5</b></p> <p>(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. <b>CC.9-12.N.CN.6</b></p>	<p>How knowledge of number properties in the Real Number System can be used to develop and apply properties of the Complex Number System.</p> <p>How to extend and apply the conceptual understanding of arithmetic structures and operation to polynomials.</p> <p>Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation.</p> <p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>Understand how the concept of function can be used to interpret, analyze and model functions that emerge from</p>	<p><b>Learning Targets:</b></p> <p>Students will analyze graphs of quadratic functions.</p> <p>Students will write quadratic functions in standard form and use the results to sketch graphs of quadratic functions.</p> <p>Students will find minimum and maximum values of quadratic functions in real-life applications.</p> <p>Students will use transformations to sketch graphs of polynomial functions.</p> <p>Students will use the Leading Coefficient Test to determine the end behavior of graphs of polynomial functions.</p> <p>Students will find and use zeros of polynomial functions as sketching aids.</p> <p>Students will divide polynomials using long division.</p> <p>Students will use synthetic division to divide polynomials by binomials</p>	<p><b>Informal:</b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b>Formal Assessment:</b></p> <p>Capstones Lesson quizzes Unit Test</p>

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<p>Solve quadratic equations with real coefficients that have complex solutions. <b>CC.9-12.N.CN.7</b></p> <p>(+) Extend polynomial identities to the complex numbers. <i>For example, rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</i> <b>CC.9-12.N.CN.8</b></p> <p>(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. <b>CC.9-12.N.CN.9</b></p> <p>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. <b>CC.9-12.A.APR.1</b></p> <p>Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>. <b>CC.9-12.A.APR.2</b></p> <p>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. <b>CC.9-12.A.APR.3</b></p> <p>Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</i> <b>CC.9-12.A.APR.4</b></p> <p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system. <b>CC.9-12.A.APR.6</b></p> <p>(+) 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. <b>CC.9-12.A.APR.7</b></p>	<p>contexts including those contexts that are purely mathematical.</p>	<p>of the form <math>(x-k)</math>.</p> <p>Students will use the Remainder Theorem and the Factor Theorem.</p> <p>Students will use polynomial division to answer questions about real-life problems.</p> <p>Students will use the imaginary unit <math>i</math> to write complex numbers.</p> <p>Students will add, subtract and multiply complex numbers.</p> <p>Students will use complex conjugates to write the quotient of two complex numbers in standard form.</p> <p>Students will find complex solutions of quadratic equations.</p> <p>Students will understand and use the Fundamental Theorem of Algebra.</p> <p>Students will find all the zeros of a polynomial function.</p> <p>Students will write a polynomial function with real coefficients, given its zeros.</p> <p>Students will find the domains of rational functions.</p> <p>Students will find the vertical and horizontal asymptotes of graphs of rational functions.</p> <p>Students will analyze and sketch graphs of rational functions.</p> <p>Students sketch graphs of rational</p>	

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<p>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. <b>CC.9-12.A.REI.2</b></p> <p>Solve quadratic equations in one variable. <b>CC.9-12.A.REI.4</b></p> <ol style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form. <b>CC.9-12.A.REI.4a</b></li> <li>Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. <b>CC.9-12.A.REI.4b</b></li> </ol> <p>Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <b>CC.9-12.F.IF.7</b></p> <ol style="list-style-type: none"> <li>Graph linear and quadratic functions and show intercepts, maxima, and minima. <b>CC.9-12.F.IF.7a</b></li> <li>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. <b>CC.9-12.F.IF.7b</b></li> <li>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. <b>CC.9-12.F.IF.7c</b></li> <li>(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. <b>CC.9-12.F.IF.7d</b></li> <li>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. <b>CC.9-12.F.IF.7e</b></li> </ol> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the</p>		<p>functions that have start asymptote.</p> <p>Students will use rational functions to model and solve real-life problems.</p>	

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<p>function. <b>CC.9-12.F.IF.8</b></p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. <b>CC.9-12.F.IF.8a</b></p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay.</i> <b>CC.9-12.F.IF.8b</b></p>			
<b>Unit Three: Limits and Their Properties</b> <b>Timeline: 10 days</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p>Calculus, along with geometric and analytic information, can explain the observed local and global behavior of a function.</p> <p>Limits can be determined using algebra, graphs and/or tables of data.</p> <p>The concept of a limit is one of the foundations of Calculus.</p> <p>The limit of a function is the value approached by <math>f(x)</math> as <math>x</math> is approaching a given value or infinity.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will understand what calculus is and how it compares with pre-calculus.</p> <p>Students will understand that the tangent line problem is basic to calculus.</p> <p>Students will understand that the area problem is also basic to calculus.</p> <p>Students will estimate a limit using a numerical or graphical approach.</p> <p>Students will learn different ways that a limit can fail to exist.</p> <p>Students will study and use a formal definition of limit.</p> <p>Students will evaluate a limit using properties of limits.</p> <p>Students will develop and use a</p>	<p><b><u>Informal:</u></b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b><u>Formal Assessment:</u></b></p> <p>Capstones Lesson quizzes Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>strategy for finding limits.</p> <p>Students will evaluate a limit using dividing out and rationalizing techniques.</p> <p>Students will evaluate a limit using the Squeeze Theorem.</p> <p>Students will determine continuity at a point and continuity on an open interval.</p> <p>Students will determine one-sided limits and continuity on a closed interval.</p> <p>Students will use properties of continuity.</p> <p>Students will understand and use the Intermediate Value Theorem.</p> <p>Students will determine infinite limits from the left and from the right.</p> <p>Students will find and sketch the vertical asymptotes of the graph of a function.</p>	
<b>Unit Four: Differentiation</b> <b>Timeline: 12 days</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> </ol>	<p>The derivative is the instantaneous rate of change at a given point.</p> <p>Derivatives can be used to analyze curves.</p> <p>Derivatives can be used to model rates of change.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will find the slope of the tangent line to a curve at a point.</p> <p>Students will use the limit definition to find the derivative of a function.</p> <p>Students will understand the relationship between differentiability and continuity.</p>	<p><b><u>Informal:</u></b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b><u>Formal</u></b></p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Derivatives can be used in optimization problems.	Students will find the derivative of a function using the Constant Rule.  Students will find the derivative of a function using the Power Rule.  Students will find the derivative of a function using the Constant Multiple Rule.  Students will find the derivative of a function using the Sum and Difference Rules.  Students will use derivatives to find rates of change.  Students will find the derivative of a function using the Product Rule.  Students will find the derivative of a function using the Quotient Rule.  Students will find the higher-order derivative of a function.  Students will find the derivative of a composite function using the Chain Rule.  Students will find the derivative of a function using the General Power Rule.  Students will simplify the derivative of a function using algebra.  Students will distinguish between functions written in implicit form and explicit form.  Students will use implicit differentiation to find the derivative	<u><b>Assessment:</b></u> Capstones Lesson quizzes Unit Test

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>of a function.</p> <p>Students will find a related rate.</p> <p>Students will use related rates to solve real-life problems</p>	
<b>Unit Five: Applications of Differentiation</b> <b>Timeline: 12 days</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p>The limit of a function is the value approached by <math>f(x)</math> as <math>x</math> is approaching a given value or infinity.</p> <p>The first derivative determines increasing or decreasing and the second derivative determines concavity.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will understand the definition of extrema of a function on an interval.</p> <p>Students will understand the definition of relative extrema of a function on an open interval.</p> <p>Students will find extrema on a closed interval.</p> <p>Students will understand and use Rolle's Theorem.</p> <p>Students will understand and use the Mean Value Theorem.</p> <p>Students will determine intervals on which a function is increasing or decreasing.</p> <p>Students will apply the First Derivative Test to find relative extrema of a function.</p> <p>Students will determine intervals on which a function is concave upward or concave downward.</p> <p>Students will find any points of inflection of the graph of a function.</p>	<p><b><u>Informal:</u></b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p> <p><b><u>Formal Assessment:</u></b></p> <p>Capstones Lesson quizzes Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Students will apply the Second Derivative Test to find relative extrema of a function.</p> <p>Students will determine (finite) limits at infinity.</p> <p>Students will determine the horizontal asymptotes, if any, of the graph of a function.</p> <p>Students will determine infinite limits at infinity.</p> <p>Students will analyze and sketch the graph of a function.</p> <p>Students will use calculus to solve applied minimum and maximum problems.</p> <p>Students will understand the concept of a tangent line approximation.</p> <p>Students will compare the value of the differential, <math>dy</math>, with the actual change in <math>y</math>, <math>\Delta y</math>.</p> <p>Students will estimate a propagated error using a differential.</p> <p>Students will find the differential of a function using differentiation formulas.</p>	
<b>Unit Six: Integration</b> <b>Timeline: 14 days</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> </ol>	<p>Integration is a summation process.</p> <p>The Fundamental Theorems of Calculus relate differentiation and integration as inverse</p>	<p><b>Learning Targets:</b></p> <p>Students will write the general solution of a differential equation.</p> <p>Students will use indefinite integral notation for antiderivatives.</p>	<p><b>Informal:</b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	<p>functions.</p> <p>Antiderivatives follow directly from derivatives.</p> <p>Antiderivatives can be used to solve initial condition problems, including separable differential equations.</p> <p>There are several numerical techniques to approximate the definite integral.</p>	<p>Students will use basic integration rules to find antiderivatives.</p> <p>Students will find a particular solution of a differential equation.</p> <p>Students will use sigma notation to write and evaluate a sum.</p> <p>Students will understand the concept of area.</p> <p>Students will use rectangles to approximate the area of a plane region.</p> <p>Students will find the area of a plane region using limits.</p> <p>Students will understand the definition of a Riemann sum.</p> <p>Students will evaluate a definite integral using limits.</p> <p>Students will evaluate a definite integral using properties of definite integrals.</p> <p>Students will evaluate a definite integral using the Fundamental Theorem of Calculus.</p> <p>Students will understand and use the Mean Value Theorem for Integrals.</p> <p>Students will find the average value of a function over a closed interval.</p> <p>Students will understand and use the Second Fundamental Theorem of Calculus.</p> <p>Students will understand and use the</p>	<p>problems</p> <p><b><u>Formal Assessment:</u></b>            Capstones            Lesson quizzes            Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Net Change Theorem.</p> <p>Students will use pattern recognition to find an indefinite integral.</p> <p>Students will use a change of variables to find an indefinite integral.</p> <p>Students will use the General Power Rule for Integration to find an indefinite integral.</p> <p>Students will use a change of variables to evaluate a definite integral.</p> <p>Students will evaluate a definite integral involving an even or odd function.</p> <p>Students will approximate a definite integral using the Trapezoidal Rule.</p> <p>Students will approximate a definite integral using Simpson's Rule.</p> <p>Students will analyze the approximate errors in the Trapezoidal Rule and Simpson's Rule.</p>	
<b>Unit Seven: Systems of Equations and Matrices (WEB)</b> <b>Timeline: 12 days</b>			
<p>(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. <b>CC.9-12.N.VM.6</b></p> <p>(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. <b>CC.9-12.N.VM.7</b></p>	<p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p>	<p><b>Learning Targets:</b></p> <p>Students will write, graph, and solve systems of linear equations in two variable</p> <p>Students will write, graph, and solve multivariable linear systems</p>	<p><b>Informal:</b></p> <p>Lesson Exercises Review Exercises Textbook Chapter Test Problem Solving problems</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>(+) Add, subtract, and multiply matrices of appropriate dimensions. <b>CC.9-12.N.VM.8</b></p> <p>(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties. <b>CC.9-12.N.VM.9</b></p> <p>(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. <b>CC.9-12.N.VM.10</b></p> <p>(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors. <b>CC.9-12.N.VM.11</b></p> <p>(+) Work with <math>2 \times 2</math> matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. <b>CC.9-12.N.VM.12</b></p> <p>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. <b>CC.9-12.A.REI.5</b></p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. <b>CC.9-12.A.REI.6</b></p> <p>Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line <math>y = -3x</math> and the circle <math>x^2 + y^2 = 3</math>.</i> <b>CC.9-12.A.REI.7</b></p> <p>(+) Represent a system of linear equations as a single matrix equation in a vector variable. <b>CC.9-12.A.REI.8</b></p> <p>(+) Find the inverse of a matrix if it exists and use it to solve</p>		<p>Students will write, graph, and solve systems of inequalities</p> <p>Students will use matrices to model and solve systems of equations</p> <p>Students will operate on matrices</p> <p>Students will find and use the inverse of a square matrix</p> <p>Students will find and use the determinant of a square matrix</p> <p>Students will use Cramer's rule</p>	<p><u>Formal Assessment:</u> Capstones Lesson quizzes Unit Test</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>systems of linear equations (using technology for matrices of dimension <math>3 \times 3</math> or greater). <b>CC.9-12.A.REI.9</b></p> <p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). <b>CC.9-12.A.REI.10</b></p> <p>Explain why the <math>x</math>-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.* <b>CC.9-12.A.REI.11</b></p> <p>Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. <b>CC.9-12.A.REI.12</b></p>			

# Curriculum Framework for Statistics

School Early College High School @ DSU

Curricular Tool: Elementary Statistics

Course: Statistics

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Statistics</b> <b>Timeline : 2 weeks</b>			
<p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population. <b>CC.9-12.S.IC.1</b></p> <p>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. <b>CC.9-12.S.IC.3</b></p> <p>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. <b>CC.9-12.S.IC.4</b></p> <p>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. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i> <b>CC.9-12.S.CP.4</b></p>	<p>Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.</p> <p>Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.</p> <p>When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.</p> <p>Causation implies correlation yet correlation does not imply causation.</p> <p>In a probability model, sample points represent outcomes and combine to make up events.</p> <p>The probabilities of the events can be computed by applying the Addition and Multiplication Rules.</p> <p>Interpreting these probabilities</p>	<p>Understand and be able to describe the difference between descriptive and inferential statistics</p> <p>Understand and be able to identify and interpret the relationships between sample and population.</p> <p>Know and be able to identify and describe the different types of variables</p> <p>Understand how conveniences and volunteer samples result in biased samples</p> <p>Understand the differences among and be able to identify experiments, observational studies, and judgment samples.</p> <p>Understand and be able to describe the single-stage sampling methods of “simple random sample” and “systematic sampling”</p> <p>Understand and be able to describe the multistage sampling methods of “stratified sampling” and “cluster sampling”</p> <p>Understand that variability is inherent in everything and in the sampling process</p>	<p><b><u>Informal Assessments:</u></b>            Applied Examples            Section Exercises            Technology Instructions            Lesson Quiz            Math Journal</p> <p><b><u>Formal Assessment:</u></b>            Unit Test            Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.		
<b>Unit Two: Descriptive Analysis and Presentation of Single-Variable Data</b> <b>Timeline: 1 week</b>			
<p>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"). <b>CC.9-12.S.CP.1</b></p> <p>Understand that two events <math>A</math> and <math>B</math> are independent if the probability of <math>A</math> and <math>B</math> occurring together is the product of their probabilities, and use this characterization to determine if they are independent. <b>CC.9-12.S.CP.2</b></p> <p>Understand the conditional probability of <math>A</math> given <math>B</math> as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of <math>A</math> and <math>B</math> as saying that the conditional probability of <math>A</math> given <math>B</math> is the same as the probability of <math>A</math>, and the conditional probability of <math>B</math> given <math>A</math> is the same as the probability of <math>B</math>. <b>CC.9-12.S.CP.3</b></p> <p>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. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly</i></p>	<p>The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.</p> <p>Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account.</p> <p>Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments</p>	<p>Create and interpret graphical displays, including pie charts, bar graphs, Pareto diagrams, dotplots, and stem-and-leaf plots displays</p> <p>Understand and be able to describe the difference between grouped and ungrouped frequency distributions, frequency and relative frequency and cumulative relative frequency</p> <p>Identify and describe the parts of a frequency distribution; class boundaries, class width, and class midpoint</p> <p>Create and interpret frequency histograms, and relative frequency histograms</p> <p>Identify the shapes of distributions</p> <p>Compute, describe, and compare the four measures of central tendency: mean, median, mode and midrange.</p> <p>Understand the effect of outliers on each of the four measures of central tendency</p> <p>Compute, describe, compare, and interpret the two measures of position: quartiles, percentiles, and z-scores.</p> <p>Create and interpret boxplots</p> <p>Understand the empirical rule and Chebyshev's</p>	<p><b><u>Informal Assessments:</u></b> Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal</p> <p><b><u>Formal Assessment:</u></b> Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><i>selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. CC.9-12.S.CP.4</i></p> <p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. CC.9-12.S.CP.5</i></p>		<p>theorem and be able to assess a set of data's compliance to these rules</p> <p>Know when and when not to use certain statistics-graphic and numeric</p>	
<b>Unit Three: Linear Systems and Matrices</b> <b>Timeline: 1 week</b>			
<p>(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. <b>CC.9-12.N.VM.6</b></p> <p>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. <b>CC.9-12.A.REI.5</b></p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. <b>CC.9-12.A.REI.6</b></p> <p>Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line <math>y = -3x</math> and the circle <math>x^2 + y^2 = 3</math>. CC.9-12.A.REI.7</i></p> <p>(+) Represent a system of linear equations as a single matrix equation in a vector variable.</p>	<p>Algebraic manipulations used to solve equations/systems are governed by the underlying properties and structure of number systems and the conventions of algebraic notation.</p> <p>Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.</p> <p>Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.</p> <p>When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing</p>	<p>Understand and be able to present and describe data in the form of two qualitative variables, both in contingency table format and appropriate graphs</p> <p>Understand and be able to present and describe data in the form of one qualitative variable and one quantitative variable, in both table format and appropriate graphs.</p> <p>Understand and be able to present and describe the relationship between two quantitative variables using a scatter diagram</p> <p>Understand and be able to explain a linear relationship</p> <p>Compute, describe, and interpret a correlation coefficient</p> <p>Compute, describe, and interpret a line of best fit</p> <p>Define and understand the difference between correlation and causation</p>	<p><b>Informal Assessments:</b>  Applied Examples  Section Exercises  Technology Instructions  Lesson Quiz  Math Journal</p> <p><b>Formal Assessment:</b>  Unit Test  Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>CC.9-12.A.REI.8</b></p> <p>(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension <math>3 \times 3</math> or greater). <b>CC.9-12.A.REI.9</b></p> <p>Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. <b>CC.9-12.S.ID.7</b></p>	<p>predictions with data.</p> <p>Causation implies correlation yet correlation does not imply causation.</p>	<p>Determine and explain possible lurking variables and their effects on a linear relationship</p> <p>Understand and be able to explain the slope of the line of best fit with respect to the context it is presented in</p> <p>Understand and be able to explain the y-intercept of the line of best fit with respect to the context it is presented in</p> <p>Create a scatter diagram with the line of best fit drawn on it</p> <p>Compute prediction values based on the line of best fit</p> <p>Understand and be able to explain what prediction values are.</p> <p>Understand that predictions should be made only for values within the sample domain and that caution must be exercised for values outside that domain.</p>	
<p><b>Unit Four: Probability</b> <b>Timeline: 1 week</b></p>			
<p>Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i> <b>CC.9-12.S.IC.2</b></p> <p>Understand that two events <i>A</i> and <i>B</i> are independent if the probability of <i>A</i> and <i>B</i> occurring together is the product of their probabilities, and use this characterization to</p>	<p>The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.</p>	<p>Understand and be able to describe the basic concept of probability</p> <p>Understand and describe a simple event</p> <p>Understand and be able to describe the differences between empirical, theoretical, and subjective probabilities</p> <p>Compute and interpret relative frequencies</p> <p>Identify and describe a sample space for an</p>	<p><b><u>Informal Assessments:</u></b></p> <p>Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>determine if they are independent. <b>CC.9-12.S.CP.2</b></p> <p>Understand the conditional probability of <math>A</math> given <math>B</math> as <math>P(A \text{ and } B)/P(B)</math>, and interpret independence of <math>A</math> and <math>B</math> as saying that the conditional probability of <math>A</math> given <math>B</math> is the same as the probability of <math>A</math>, and the conditional probability of <math>B</math> given <math>A</math> is the same as the probability of <math>B</math>. <b>CC.9-12.S.CP.3</b></p> <p>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. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i> <b>CC.9-12.S.CP.4</b></p> <p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i> <b>CC.9-12.S.CP.5</b></p>	<p>Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account.</p> <p>Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments</p> <p>In a probability model, sample points represent outcomes and combine to make up events.</p> <p>The probabilities of the events can be computed by applying the Addition and Multiplication Rules.</p> <p>Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.</p>	<p>experiment</p> <p>Construct tables, tree diagrams, and/or Venn diagrams to aid in computing and interpreting probabilities</p> <p>Understand the properties of probability numbers:</p> <ol style="list-style-type: none"> <li><math>0 \leq \text{each } P(A) \leq 1</math></li> <li><math>\sum P(A) = 1</math></li> </ol> <p>Understand , describe, and use the law of large numbers to determine probabilities</p> <p>Understand, compute, and interpret odds of an event</p> <p>Understand that compound events involve the occurrence of more than one event</p> <p>Construct, describe, compute, and interpret a conditional probability</p> <p>Understand and be able to utilize the complement rule</p> <p>Compute probabilities of compound events using the addition rule.</p> <p>Compute probabilities of compound events using the multiplication rule</p> <p>Understand, describe, and determine mutually exclusive events</p> <p>Compute probabilities of compound events using the addition rule for mutually exclusive events</p> <p>Understand , describe, and determine independent events</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Compute probabilities of compound events using the multiplication rule for independent events</p> <p>Recognize and compare the differences between mutually exclusive events and independent events</p>	
<b>Unit Five: Probability Distributions (Discrete Variables)</b> <b>Timeline: 1 week</b>			
<p>(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i> <b>CC.9-12.S.MD.3</b></p>	<p>The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.</p> <p>Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account.</p> <p>Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments</p>	<p>Understand that random variables is a numerical quantity whose value depends on the conditions and probabilities associated with an experiment</p> <p>Understand the difference between a discrete and a continuous random variable</p> <p>Be able to construct a discrete probability distribution based on an experiment or given function</p> <p>Understand the terms <i>mutually exclusive</i> and <i>all-inclusive</i> as they apply to the variable for probability distributions</p> <p>Understand the similarities and differences between frequency distributions and probability distributions</p> <p>Understand and be able to utilize the two main properties of probability distribution to verify compliance</p> <p>Understand that a probability distribution in a theoretical probability distribution and that the mean and standard deviation (<math>\mu</math> and <math>\sigma</math>, respectively) are parameters.</p> <p>Compute, describe, and interpret the mean and standard deviation of a probability distribution</p> <p>Understand the key elements of a binomial</p>	<p><b><u>Informal Assessments:</u></b>  Applied Examples  Section Exercises  Technology Instructions  Lesson Quiz  Math Journal</p> <p><b><u>Formal Assessment:</u></b>  Unit Test  Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>experiment and be able to define <math>x</math>, <math>n</math>, <math>p</math> and <math>q</math>.</p> <p>Know and be able to calculate binomial probabilities using the binomial probability function</p> <p>Understand and be able to use Table 2 in Appendix B, Binomial Probabilities, to determine binomial probabilities.</p> <p>Compute, describe, and interpret the mean and standard deviation of a binomial probability distribution</p>	
<b>Unit Six: Normal Probability Distributions</b> <b>Timeline: 1 week</b>			
<p>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. <b>CC.9-12.S.ID.4</b></p> <p>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. <b>CC.9-12.S.ID.4</b></p>	<p>Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns.</p> <p>Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.</p> <p>When making statistical models, technology is valuable for varying assumptions, exploring consequences and comparing predictions with data.</p> <p>Causation implies correlation yet correlation does not imply causation.</p>	<p>Understand the difference between a discrete and continuous random variable</p> <p>Understand the relationship between the empirical rule and the normal curve</p> <p>Understand that a normal curve is a bell-shaped curve, with total area under the curve equal to 1</p> <p>Understand that the normal curve is symmetrical about the mean, with an area of 0.5000 on each side of the mean</p> <p>Be able to draw a normal curve, labeling the mean and various <math>z</math>-scores</p> <p>Understand and be able to use Table 3, Areas of the Standard Normal Distributions, in Appendix B</p> <p>Calculate probabilities for intervals defined on the standard normal distribution</p> <p>Determine <math>z</math>-values for corresponding intervals on</p>	<p><b>Informal Assessments:</b>  Applied Examples  Section Exercises  Technology Instructions  Lesson Quiz  Math Journal</p> <p><b>Formal Assessment:</b>  Unit Test  Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>the standard normal distribution.</p> <p>Compute, describe, and interpret a <math>z</math>-value for a data value from a normal distribution</p> <p>Compute <math>z</math>-scores and probabilities for applications of the normal distribution</p> <p>Draw, compute, and interpret <math>z</math> of alpha notation, <math>z(\alpha)</math></p> <p>Understand the key elements of a binomial experiment: <math>x</math>, <math>n</math>, <math>p</math>, <math>q</math>. Know its mean and standard deviation formulas</p> <p>Understand that the normal distribution can be used to calculate binomial probabilities, provided certain conditions are met</p> <p>Understand and be able to use the continuity correction factor when calculating <math>z</math>-scores.</p> <p>Compute <math>z</math>-scores and probabilities for normal approximation to the binomial</p>	
<b>Unit Seven: Sample Variability</b> <b>Timeline: 1 week</b>			
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. <b>CC.9-12.S.IC.4</b>	The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.	<p>Understand what a sampling distribution of a sample statistic is and that the distribution is obtained from repeated samples, all of the same size</p> <p>Be able to form a sampling distribution for a mean, median, or range based on a small, finite population</p> <p>Understand that a sampling distribution is a probability distribution for a sample statistic.</p>	<p><b><u>Informal Assessments:</u></b></p> <p>Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>Collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account.</p> <p>Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments.</p>	<p>Understand and be able to present and describe the sampling distribution of sample means and the central limit theorem</p> <p>Understand and be able to explain the relationship between the sampling distribution of sample means and the central limit theorem</p> <p>Determine and be able to explain the effect of sample size on the standard error of the mean</p> <p>Understand when and how the normal distribution can be used to find probabilities corresponding to sample means</p> <p>Compute, describe, and interpret z-scores corresponding to known values of <math>\bar{x}</math></p> <p>Compute z-scores and probabilities for applications of the sampling distribution of sample means</p>	

**Unit Eight: Introduction to Statistical Inferences**  
**Timeline: 2 weeks**

<p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population.  <b>CC.9-12.S.IC.1</b></p>	<p>The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.</p> <p>Collecting data from a random sample of a population makes it</p>	<p>Understand the difference between descriptive statistics and inferential statistics.</p> <p>Understand that an unbiased statistic has a sampling distribution with a mean that is equal to the population parameter being estimated.</p> <p><b>With respect to confidence intervals:</b></p> <p>Understand that a confidence interval is an interval estimate of a population parameter, with a degree of certainty, used when the population parameter is unknown</p> <p>Understand that a point estimate for a population</p>	<p><b><u>Informal Assessments:</u></b>  Applied Examples  Section Exercises  Technology Instructions  Lesson Quiz  Math Journal</p> <p><b><u>Formal Assessment:</u></b>  Unit Test  Portfolio</p>
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Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>possible to draw valid conclusions about the whole population, taking variability into account.</p> <p>Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments.</p>	<p>parameter is the value of the corresponding sample statistic</p> <p>Understand that the level of confidence is the long-run proportion of the intervals, which will contain the true population parameters, based on repeated sampling</p> <p>Understand and be able to describe the key components for a confidence interval: point estimate, level of confidence, confidence coefficient, maximum error of estimate, lower confidence limit, and upper confidence limit</p>	
<b>Unit Nine: Applications of Chi-Square</b> <b>Timeline : 1 week</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p>Chi-Square Statistic</p> <p>Inferences Concerning Multinomial Experiments</p> <p>Inferences Concerning Contingency Tables</p>	<p>Understand that enumerative data are data that can be counted and placed into categories</p> <p>Understand that the chi-square distributions will be used to test hypotheses involving enumerative data</p> <p>Understand the properties of the chi-square distribution and how series of distribution based on sample size (using degrees of freedom as the index)</p> <p>Understand the key elements of multinomial experiment and be able to define <math>n</math>, <math>k</math>, <math>O_i</math>, and <math>P_i</math></p> <p>Know and be able to calculate <math>E = np</math></p> <p>Know and be able to calculate a chi-square statistic: <math>\chi^2 = \sum_{(\text{all cells})} (o - E)^2/E</math></p> <p>Know and be able to calculate the degrees of freedom for a multinomial experiment (<math>df = k - 1</math>)</p> <p>Perform, describe, and interpret a hypothesis test</p>	<p><b><u>Informal Assessments:</u></b></p> <p>Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>for a multinomial experiment using the chi-square distribution with the <math>p</math>-value approach and/or the classical approach</p> <p>Understand and know the definition of independence of two events</p> <p>Know and be able to calculate expected values using <math>E_{ij} = R_i \cdot C_j / n</math></p> <p>Know and be able to calculate the degrees of freedom for a test of independence or homogeneity [ <math>df = (r - 1)(c - 1)</math> ]</p> <p>Perform , describe, and interpret a hypothesis test for a test of independence or homogeneity using the chi-square distribution with the <math>p</math>-value approach and/or the classical approach</p> <p>Understand the differences and similarities between tests of independence and tests of homogeneity</p>	
<b>Unit Ten: Analysis of Variance</b> <b>Timeline: 1 week</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> </ol>	<p>Introduction to the Analysis of Variance Technique</p> <p>The Logic behind ANOVA</p> <p>Applications of Single-Factor ANOVA</p>	<p>Understand that analysis of variance technique (ANOVA) are use to test differences among more than two means</p> <p>Understand that ANOVA uses variances to complete the testing of several means</p> <p>Understand that the <math>F</math>-distribution is used to test the ratio of the variation between the means being tested to the variation within the samples being tested</p> <p>Understand that if the variation between the means is significantly more than the variation within the</p>	<p><b><u>Informal Assessments:</u></b></p> <p>Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
8. Look for and express regularity in repeated reasoning.		<p>samples ,then the means are considered unequal</p> <p>Compute, describe, and interpret a hypothesis test for the differences among several means, using the <math>F</math>-distribution with the <math>p</math>-value approach and/or the classical approach</p>	
<b>Unit Eleven: Linear Correlation and Regression Analysis</b> <b>Timeline: 1 week</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p>Linea Correlation Analysis</p> <p>Inferences about the Linear Correlation Coefficient</p> <p>Linear Regression Analysis</p> <p>Inferences Concerning the Slope of the Regression Line</p> <p>Confidence Intervals for Regression</p> <p>Understanding the Relationship between Correlation and Regression</p>	<p>Understand what bivariate data, independent variable, and dependent variable are</p> <p>Understand that the linear correlation coefficient, <math>r</math>, measures the strength of the linear relationship between two variables</p> <p>Understand that the centroid for bivariate data is <math>(\bar{x}, \bar{y})</math>.</p> <p>Understand that the centroid is used in the calculation of the correlation coefficient</p> <p>Understand that covariance is a measure of linear dependency but that it is affected by the spread of the data</p> <p>Understand that the correlation coefficient , <math>r</math>, standardizes covariance so that relative strengths can be compared</p> <p>Understand that the assumptions for inferences about the linear correlation coefficient are that the ordered pairs form a random sample and that the <math>y</math> values at each <math>x</math> have a normal distribution. Inferences will utilize the <math>t</math>-distribution using <math>(n - 2)</math> degrees of freedom</p>	<p><b><u>Informal Assessments:</u></b></p> <p>Applied Examples Section Exercises Technology Instructions Lesson Quiz Math Journal</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Compute, describe, and interpret a confidence interval for the population correlation coefficient, <math>\rho</math>, using Table 10 in Appendix B</p> <p>Perform, describe, and interpret a hypothesis test for the population correlation coefficient, <math>\rho</math>, using the <math>t</math>-distribution with the <math>p</math>-value approach and classical approach</p> <p>Understand that the significance of <math>r</math> does not imply a cause-and-effect relationship</p> <p>Understand that the estimate of the experimental error, <math>e</math>, is the difference between the observed <math>y</math> and the predicted <math>y</math>, <math>(y - \hat{y})</math>, at a given value of <math>x</math></p> <p>Understand that the variance about the line of best fit is the same as the variance of the error, <math>e</math></p> <p>Understand that the line of best fit passes through the centroid</p> <p>Compute, describe, and interpret a confidence interval for population slope of the regression line, <math>\beta_1</math>, using the <math>t</math>-distribution</p> <p>Perform, describe, and interpret a confidence interval for population slope of the regression line, <math>\beta_1</math>, using the <math>t</math>-distribution with the <math>p</math>-value approach and classical approach</p> <p>Compute, describe, and interpret a confidence interval for the mean value of <math>y</math> for a particular <math>x</math>, <math>(\mu_{y/x0})</math>, using the <math>t</math>-distribution.</p> <p>Compute, describe and interpret a prediction interval for an individual value of <math>y</math> for a particular <math>x</math>, <math>(y_{x0})</math>, using the <math>t</math>-distribution</p> <p>Understand the difference between a confidence</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		interval and a prediction interval for a $y$ value at a particular $x$ value	
<b>Unit Twelve: Elements of Nonparametric Statistics</b> <b>Timeline: 1 week</b>			
<p>This unit goes beyond the level of rigor detailed in the Common Core State Standards for Mathematics. However, in teaching this unit the teacher will employ the mathematics practices contained within the standards.</p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p>Nonparametric Statistics</p> <p>The Sign Test</p> <p>The Mann-Whitney <math>U</math> Test</p> <p>The Runs Test</p> <p>Rank Correlation</p>	<p>Understand that parametric methods are statistical methods that assume that the parent population is approximately normal or that the central limit theorem gives (at least approximately) a normal distribution of a test statistic</p> <p>Understand that nonparametric methods (distribution-free methods) do not depend on the distribution of the population being sampled</p> <p>Understand that the power of a test (<math>1 - \beta</math>) is its ability to reject a false null hypothesis</p> <p>Understand that efficiency of a nonparametric test takes into account the power of a test and the required sample size.</p> <p>Understand that the sign test is the nonparametric alternative to the <math>t</math>-test for one mean and the difference between two dependent means</p> <p>Compute, describe, and interpret a confidence interval for a population median using the sign test</p> <p>Perform, describe, and interpret a hypothesis test for a single median using the sign test with the <math>p</math>-value approach and classical approach</p>	<p><b><u>Informal Assessments:</u></b></p> <p>Applied Examples</p> <p>Section Exercises</p> <p>Technology Instructions</p> <p>Lesson Quiz</p> <p>Math Journal</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit Test</p> <p>Portfolio</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Perform, describe, and interpret a hypothesis test for the median of paired differences using the sign test with the <math>p</math>-value approach and classical approach</p> <p>Understand that the Mann-Whitney <math>U</math> test is the nonparametric alternative to the <math>t</math>-test for the difference between two independent means</p> <p>Perform, describe, and interpret a hypothesis test for the difference between two means using the Mann-Whitney <math>U</math> test with the <math>p</math>-value approach and classical approach</p> <p>Perform, describe, and interpret a hypothesis test for the difference between two means using the normal approximations to the Mann-Whitney <math>U</math> test with the <math>p</math>-value approach and classical approach</p> <p>Perform, describe, and interpret a hypothesis test for the randomness of data using the runs test with the <math>p</math>-value approach and classical approach</p> <p>Perform, describe, and interpret a hypothesis test for the randomness of data using normal approximation to the runs test with the <math>p</math>-value approach and classical approach</p> <p>Understand that the Spearman rank correlation coefficient is the nonparametric alternative to the Pearson linear correlation coefficient, <math>r</math>.</p> <p>Perform, describe, and interpret a hypothesis test for the significance of correlation between two variables using the Spearman rank correlation coefficient with the <math>p</math>-value approach and classical approach</p>	

# Curriculum Framework for Physical Education

School: Early College High School at DSU

Curricular Tool: N/A

Grade: 9-12

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<b>Unit One: Introduction to Physical Education</b> <b>Timeline : 2 week</b>			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings	Students understand how to move safely in a general space to avoid injury.  Students will learn movement concepts necessary for physical activity.	<b>Essential Questions:</b> What are the personal and social behavioral expectations in physical activity settings?	<b>Informal:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student behavior</li> </ul> <b>Formal Assessment:</b> <ul style="list-style-type: none"> <li>Exit Slip</li> </ul>
<b>Unit Two: Fitness Concepts</b> <b>Timeline: 4 weeks</b>			
Standard 3 – Participates in regularly in physical activity  Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	Students will know, identify various, Fitness concepts (Flexibility, Cardiovascular endurance, Muscular Strength, Muscular Endurance, and Agility), Fitness activities can be fun, and How fitness components promote a healthy lifestyle  Students will be able demonstrate stretching exercises to target major muscles groups, demonstrate knowledge and importance of aerobic activities, demonstrate the understanding of muscular strength and muscular endurance, demonstrate knowledge of how agility is defined, demonstrate knowledge of body composition and how it is calculated, participate in a goal setting using the information obtained from fitnessgram testing, and participate in class discussion that will center around how fitness components promote a healthy lifestyle	<b>Essential Questions:</b> What can I do to be physically active throughout my life?  What personal meanings do I find through participation in physical activity?	<b>Informal:</b> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul> <b>Formal Assessment:</b> <ul style="list-style-type: none"> <li>Exit Slip</li> <li>Graphing Worksheets</li> <li>Transfer task</li> </ul>
<b>Unit Three: Team Building (DDOE Unit)</b> <b>Timeline: 3 weeks</b>			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Students will know physical activity performed safely prevents injuries, resolving conflict in a physical activity setting leads to a more enjoyable experience, leadership skills to complete tasks with a group, and know trust is an integral part of building	<b>Essential Questions:</b> What are personal and social behavioral expectations in physical settings?	<b>Informal:</b> <ul style="list-style-type: none"> <li>Teacher observations</li> </ul> <b>Formal Assessment:</b>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
	relationships.  Students will be able to listen to other peoples ideas, effectively resolve conflicts during activities, demonstrate self-control, and trust and depend on teammates.		<ul style="list-style-type: none"> <li>Journaling of the debriefing questions</li> <li>Challenge Worksheet</li> <li>Student check sheet for presenting</li> <li>Transfer task</li> </ul>
<b>Unit Four: Fitnessgram Testing</b> <b>Timeline: 1 week</b>			
<p>Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>Students will know the health benefits of physical activity, fitness is a personal choice, and how participation contributes to enjoyment</p> <p>Students will be able to explain how to improve physical fitness, create a list of activities that builds fitness, and explain the benefits of physical activity/physical education.</p>	<p><b>Essential Questions:</b> Why is physical fitness good for you?</p> <p>How can I have fun moving?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Student test scores entered into the fitnessgram program</li> </ul>
<b>Unit Five: Team Sports</b> <b>Timeline: 10 weeks</b>			
<p>Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 6 – Creates opportunities for health, enjoyment, challenge, self expression, and/or social</p>	<p>Students will know performing movement skills in a technically correct manner, understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities, implementing effective offensive and defensive strategies necessary for game situations, and understand fitness concepts and skills and integrating them into your everyday routine that supports wellness.</p> <p>Students will be able to demonstrate mechanically correct form and control when combining and modifying movement skills in applied settings, use information to analyze and correct errors in movement skills and patterns for the applied settings, transfer specialized movement skills that use similar patterns form one movement activity to another, predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility, demonstrate understanding and</p>	<p><b>Essential Questions:</b> How do I make motor skills and physical activity and integral part of my life?</p> <p>What concepts principles, strategies and tactics do apply to specific physical activity?</p> <p>What personal meaning do I find through participation in physical activity?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Skills worksheet</li> <li>Written test of rules and regulations</li> <li>Various worksheets</li> <li>Transfer task</li> </ul>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
interaction through physical activity.	assess tactical understanding using offensive and defensive strategies in applied settings, investigate the impact of rules and regulations on the game, and how participating in a sport can impact our health.		
<b>Unit Six: Walking for a Lifetime of Fitness (DDOE Unit)</b> <b>Timeline: 3 weeks</b>			
<p>Standard 3 – Participates in regularly in physical activity.</p> <p>Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Students will know proper stretching for walking, the health-related components of fitness specifically related to walking, how to use a pedometer, how many steps they need to take daily to maintain fitness levels, and the health and social benefits of walking.</p> <p>Students will be able to use a pedometer correctly including reading and recording data, explain why walking is an important lifetime activity, plan a walking route based on their personal environment and step needs, and use the Nordic Walkerz correctly and demonstrate various techniques/grips.</p>	<p><b>Essential Questions:</b></p> <p>What can I do to be physically active throughout my life?</p> <p>How can I include physical fitness into my life?</p> <p>What personal meaning do I find through participation in physical activity?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observation of proper pedometer usage</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Guess Your Steps Worksheet</li> <li>Scavenger Hunt Worksheet</li> <li>Individual Walking Logs</li> <li>Transfer task</li> </ul>
<b>Unit Seven: Individual Sports</b> <b>Timeline: 10 weeks</b>			
<p>Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>Students will know performing movement skills in a technically correct manner, understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities, implementing effective offensive and defensive strategies necessary for game situations, and understand fitness concepts and skills and integrating them into your everyday routine that supports wellness.</p> <p>Students will be able to demonstrate mechanically correct form and control when combining and modifying movement skills in applied settings, use information to analyze and correct errors in movement skills and patterns for the applied settings, transfer specialized movement skills that use similar patterns from one</p>	<p><b>Essential Questions:</b></p> <p>How do I make motor skills and physical activity and integral part of my life?</p> <p>What concepts principles, strategies and tactics do apply to specific physical activity?</p> <p>What personal meaning do I find through participation in physical activity?</p>	<p><b>Informal:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Skills worksheet</li> <li>Written test of rules and regulations</li> <li>Various worksheets</li> <li>Transfer task</li> </ul>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Standard 6 – Creates opportunities for health, enjoyment, challenge, self expression, and/or social interaction through physical activity.	movement activity to another, predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility, demonstrate understanding and assess tactical understanding using offensive and defensive strategies in applied settings, investigate the impact of rules and regulations on the game, and how participating in a sport can impact our health.		
<b>Unit Eight: Fitnessgram testing</b> <b>Timeline: 1 week</b>			
<p>Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>Students will know the health benefits of physical activity, fitness is a personal choice, and how participation contributes to enjoyment</p> <p>Students will be able to explain how to improve physical fitness, create a list of activities that builds fitness, and explain the benefits of physical activity/physical education.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Why is physical fitness good for you?</p> <p>How can I have fun moving?</p>	<p><b><u>Informal:</u></b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> </ul> <p><b><u>Formal Assessment:</u></b></p> <ul style="list-style-type: none"> <li>Student test scores entered into the fitnessgram program</li> </ul>

# **Curriculum Framework for Health**

School Early College High School @ DSU

Curricular Tool: N/A

Course: Lifetime Fitness and Wellness  
(dual enrollment)

MVSC 100 Lifetime Fitness and Wellness

This course is designed to acquaint students with current information concerning fitness and its components and wellness concepts. Lifetime fitness and Wellness is a general education core course providing lifelong learning by addressing general information concerning fitness and wellness promotion.

Standards Alignment	Unit Concept Big Ideas	Essential Questions	Assessments
<b>Unit One: Getting on the Wellness Track</b> <b>Timeline : 2 weeks</b>			
<p><b>Standard 1</b> –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p>	<p>Health Is Personal Power</p> <p>Health enhances life.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan</p>	<p><b>Essential Questions:</b></p> <p>How can I distinguish between controllable risk factors and uncontrollable risk factors?</p> <p>How do the six components of health impact my life and my decisions?</p> <p>What are the three types of direct and indirect pressure? When do I see them each day? How should I respond?</p> <p>What is the difference between passive, assertive, and aggressive communication styles?</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal entries</li> <li>• Participation in class discussions</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Unit test</li> <li>• Develop an action plan to achieve a personal goal</li> <li>• Rubrics</li> <li>• Informational pamphlet</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions	Assessments
<b>Unit Two: Nutrition and Cardio respiratory Endurance</b> <b>Timeline: 3 weeks</b>			
<p><b>Standard 1</b> –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p>	<p>Health Is Personal Power</p> <p>Health enhances life.</p> <p>Personal actions impact self and others.</p> <p>There are barriers that can hinder healthy decision-making.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.</p>	<p><b>Essential Questions:</b></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What is healthy eating? Does it matter?</p> <p>How can a healthy diet for one person be unhealthy for another?</p> <p>What prevents people from healthy eating?</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson check up questions</li> <li>• Participation in class discussions</li> <li>• Interpretation of nutrition on food labels</li> <li>• Shopping list</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Create eating plan</li> <li>• Rubrics</li> <li>• Food diary and diet analysis</li> <li>• Self assessment and reflection</li> </ul>
<b>Unit Three: Drug Use and Abuse</b> <b>Timeline: 3 weeks</b>			
<p><b>Standard 1</b> –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to</p>	<p>Health is Personal Power</p> <p>Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.</p>	<p><b>Essential Questions:</b></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>How do personal goals, knowledge and values influence alcohol &amp; tobacco use?</p> <p>What are my plans for refusing when offered tobacco or other drugs?</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Participation in class discussions</li> <li>• Student self assessment and reflection</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions	Assessments
<p>enhance health.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>			<ul style="list-style-type: none"> <li>• Unit test</li> <li>• Informational pamphlet</li> <li>• Rubrics</li> <li>• PowerPoint presentation</li> </ul>
<b>Unit Four: Diseases</b> <b>Timeline: 4 weeks</b>			
<p><b>Standard 1</b> –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the</p>	<p>Infectious diseases can be spread through various methods of contact.</p> <p>Cardiovascular diseases are related to diet, exercise and family history.</p> <p>Lifestyle can contribute to cardiovascular diseases, type 1 and type 2 diabetes, hereditary diseases, immune and autoimmune diseases</p>	<p><b>Essential Questions:</b></p> <p>What are the various types of diseases? How can they be classified?</p> <p>What are the causes of various diseases?</p> <p>What can be done to prevent the onset of diseases?</p> <p>What is the relationship between diet, exercise, and disease?</p> <p>How can I advocate for the health of my family and others?</p>	<p><b>Suggested Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal</li> <li>• Lesson check up questions</li> <li>• Participation in class discussions</li> </ul> <p><b>Suggested Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section review &amp; quizzes</li> <li>• Unit test</li> <li>• Transfer task</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions	Assessments
<p>ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>			
<b>Unit Five: Adolescence, Adulthood, and Family Life</b> <b>Timeline: 3 weeks</b>			
<p><b>Standard 1</b> –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 3</b> – Students will demonstrate the ability to access information, products and services to enhance health.</p> <p>Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or</p>	<p>Bodies are constantly changing throughout a person's life.</p> <p>Different stages of life require different components of healthy living.</p> <p>While there are guidelines around healthy living, each person needs to make a commitment to pursuing healthy habits at all stages of life.</p>	<p><b>Essential Questions:</b></p> <p>What are the health related needs of people during various stages of their lives?</p> <p>What are the mental and emotional changes that people can go through during stages of life.</p> <p>How will adolescents change over the course of a lifetime?</p> <p>Identify added responsibilities that teens have during adolescence</p> <p>Name three ways that changes during adolescence which have an affected your life</p>	<p><b>Suggested Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal</li> <li>• Lesson check-up questions</li> <li>• Participation in class discussions</li> </ul> <p><b>Suggested Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Concept review worksheets</li> <li>• quizzes</li> <li>• Re-teaching worksheet</li> <li>• Unit talks</li> <li>• Transfer task</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions	Assessments
<p>reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	Adulthood	<p>Describe the changes that occur during young childhood</p> <p>Identify the opportunities middle school offers</p> <p>Name three concerns that an older adult might have</p> <p>List behaviors that promote healthy aging</p> <p>State three ways you can help an older adult you know lead a healthy life</p>	
	Marriage	<p>Describe the responsibilities of married partners</p> <p>List five things couples should discuss if they are considering marriage</p> <p>Name three difficulties that teenagers who are married may face</p> <p>Identify four ways a teen can cope with a divorce or marriage in the family.</p>	
	Parenthood	<p>Name three responsibilities of parenthood</p> <p>Identify how a parent's behavior can affect his or her children</p> <p>Describe three traits you would like to develop before becoming a parent</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions	Assessments
	Families	<p>Discuss why family relationships are important</p> <p>Describe the characteristics of different types of families</p> <p>State four ways to cope with family problems</p> <p>List three ways that you could help make your family healthier.</p>	
<b>Unit Six: Psychological Wellness</b> <b>Timeline: 3 weeks</b>			
<p><b>Standard 1</b> –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p><b>Standard 2</b> – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>Standard 4</b> – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p><b>Standard 5</b> – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6</b> – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p><b>Standard 7</b> – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p><b>Standard 8</b> – Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Health is personal power.</p> <p>Decisions and choices that we make about our behaviors directly influence our health and the health of others.</p> <p>If we understand that respect for ourselves and others is a personal responsibility, we can learn to make better decisions and choices.</p> <p>We must choose not to support abusive or disrespectful behaviors.</p>	<p><b>Essential Questions:</b></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>How do I recognize and practice healthy relationships?</p> <p>How do my decisions and choices influence my relationships and those of others?</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Participation in class discussions</li> <li>• Student self assessment and reflection</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Concept Review worksheets</li> <li>• Section review &amp; quizzes</li> <li>• Course assessment</li> <li>• Informational pamphlet</li> <li>• Rubrics</li> <li>• Compare/contrast statement on abuse vs. equal power in a relationship.</li> <li>• Five-paragraph essay deconstructing a media message.</li> </ul>

# Curriculum Framework for World Languages

School: Early College at DSU

Curricular Tool: Anda, Workbook to Anda

Course: Spanish I

## **SPAN-101. ELEMENTARY SPANISH LANGUAGE AND CULTURE I**

Beginning level of Spanish will enable the student to acquire functional competency in listening, speaking, reading, and writing appropriate to this level. Students will receive a systematic and regular introduction to Spanish life and culture.

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<b>Unit One: Capitulo Preliminar A - Greetings, Leave taking and Presentation</b> <b>Timeline : 2 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1</b> - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p><b>4.1</b> - Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b><u>Learning Targets:</u></b> Students will be able to greet, take leave and introduce classmates.</p> <p>Students will be able to understand and respond appropriately basic classroom expressions and requests.</p> <p>Students will be able to spell names in Spanish</p> <p>Students will be able to identify cognates.</p> <p>Students will be able to name subject pronouns in Spanish.</p> <p>Students will be able to state nationality in Spanish.</p> <p>Students will be able to say numbers 0-30.</p> <p>Students will be able to tell time, dates and state weather</p>	<p><b><u>Informal:</u></b> Teacher observations Partner dialogue Presentations Homework Vocabulary/grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written Unit exams - oral Mid-term exams Final exams</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
		conditions in Spanish.	
<b>Unit Two: Capitulo 1 – The family, description of people</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2</b> - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b>Learning Targets:</b> Students will be able to speak about their families in Spanish.</p> <p>Students will be able to describe themselves and others in Spanish.</p> <p>Students will be able to recite their phone numbers in Spanish.</p> <p>Students will be able to write a poem in Spanish.</p> <p>Students will be able to use contextual guessing, identify grammatical categories of words.</p> <p>Students will be able use the verb <i>tener</i>, singular and plural nouns, gender of Spanish nouns, definite and indefinite articles, and possessive adjectives.</p> <p>Students will be able to understand the formation of Hispanic last names.</p> <p>Students will be able to understand regional and national variants of Spanish and</p>	<p><b>Informal:</b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b>Formal Assessment:</b> Unit exams – written Unit exams - oral Mid-term exams Final exams</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
		English.  Students will gain an understanding of the Hispanic population in the United States.	
<b>Unit Three: Capitulo 2 – University Life</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p>1.3 Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1 Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p>2.2 Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b><u>Learning Targets:</u></b> Students will be able to talk about their school and university life in Spanish.</p> <p>Students will be able to create questions in Spanish.</p> <p>Students will be able to utilize 100-1,000 in Spanish.</p> <p>Students will be able to discuss feelings and emotions, likes and dislikes.</p> <p>Students will be able to write a brief personal statement for a job application.</p> <p>Students will be able to use the verbs <i>estar</i> and <i>gustar</i></p> <p>Students will discuss stereotypes.</p> <p>Students will compare aspects of life in the United States and Hispanic countries.</p>	<p><b><u>Informal:</u></b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written Unit exams - oral Mid-term exams Final exams</p>
<b>Unit Four: Capitulo 3- Houses, Apartments and Residence Halls</b>			

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<b>Timeline: 3 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2 Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2 - Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b><u>Learning Targets:</u></b> Students will be able to describe their houses and household chores.</p> <p>Students will be able to discuss their feelings.</p> <p>Students will be able to discuss and give prices and describe the differences of homes in Spain.</p> <p>Students will be able to write in Spanish.</p> <p>Students will be able to identify colors in Spanish.</p> <p>Students will be able to identify and count numbers 1,000 to 100,000,000.</p> <p>Students will be able to identify the grammatical structure of irregular verbs, expressions with <i>tener</i> and <i>Hay</i> and the pronunciation of <i>h,j,g</i></p> <p>Students will discuss the changing role of Hispanic women and their impact on society.</p>	<p><b><u>Informal:</u></b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written Unit exams - oral Mid-term exams Final exams</p>
<b>Unit Five: Capitulo 4 – Our Community</b>			
<b>Timeline: 4 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to</p>	<p>Language is the heart of all human interactions.</p>	<p><b><u>Learning Targets:</u></b> Students will be able to relate</p>	<p><b><u>Informal:</u></b> Teacher observations</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<p>commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2</b> - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1 - Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.2 - Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.1 - Students identify ways that knowing languages are crucial to many professions.</p>	<p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>information about their home and/or university.</p> <p>Students will be able to speak in Spanish about people they know.</p> <p>Students will be able to write a postcard in Spanish.</p> <p>Students will be able to use the verbs <i>saber</i> and <i>conocer</i>, verb of obligation <i>tener que</i> and the verb <i>ir+a+infinitive</i>.</p> <p>Students will be able to make comparisons to shopping in the United States and Hispanic countries.</p> <p>Students will be able to identify community service efforts in Honduras, Guatemala and El Salvador.</p>	<p>Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written Unit exams - oral Mid-term exams Final exams</p>
<b>Unit Six: Capitulo 5- Music and Movies</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able to discuss various types of music.</p>	<p><b><u>Informal:</u></b> Teacher observations Partner dialogue Presentations</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>3.2 - Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p>4.2 - Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2 - Students use various media from the language and culture for entertainment or personal pleasure.</p>	<p>inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>Students will be able to speak in Spanish about specific people, places, things and ideas.</p> <p>Students will be able to share information about favorite movies and television programs.</p> <p>Students will be able to write a movie review in Spanish.</p> <p>Students will understand the grammatical structure of demonstrative adjectives and pronouns, adverbs, present progressive and cardinal numbers.</p> <p>Students will be able to demonstrate the use of <i>Hay que</i>.</p>	<p>Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written Unit exams - oral Mid-term exams Final exams</p>

# **Curriculum Framework for World Languages**

**School:** Early College at DSU

**Curricular Tool:** Anda, Workbook to Anda

**Course:** Spanish II

## **SPAN-102. ELEMENTARY SPANISH LANGUAGE AND CULTURE II**

Students will continue to develop their 101 basic functional competencies and will study the customs, mores, and contributions of the culture.

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<b>Unit One: Capitulo 6 - Review of Chapters 1-5</b> <b>Timeline : 2 weeks</b>			
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</p> <p><b>1.3</b> - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</p> <p><b>3.2</b> - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p><b>4.1</b> - Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b>Learning Targets:</b> Students will be able to describe their families and other people. Discuss their school and relate information about their school.</p> <p>Students will be able to share in Spanish their likes and dislikes concerning their homes, movies and music.</p> <p>Students will be able to discuss future events using proper tense.</p> <p>Students will be able to describe service opportunities available. Students will use chronological order to understand the succession of events.</p> <p>Students will understand and describe the culture of Spain and Central America.</p>	<p><b>Informal Assessment:</b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b>Formal Assessment:</b> Unit exams – written and oral Mid-term exams Final exams</p>
<b>Unit Two: Capitulo 7- Food, Drinks, Nutrition and Restaurants</b> <b>Timeline: 3 weeks</b>			

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</p> <p><b>1.3</b> - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</p> <p><b>4.2</b> - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p> <p><b>5.1</b> - Students contact local agencies to secure information regarding products or practices of target-language cultures.</p> <p><b>5.2</b> - Students consult various sources in the target language to obtain information on topics of personal interest. Students also establish communication with speakers of the target language.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able discuss their food preferences and compare them to those from Spanish speaking countries.</p> <p>Students will be able to discuss and write about past events.</p> <p>Students will be able to order food items in Spanish from a local restaurant.</p> <p>Students will understand the grammatical structure of the direct object, preterit tense, irregular verbs and the letters <i>r</i> and <i>rr</i>.</p> <p>Students will discuss the eating habits and foods from different parts of Spanish speaking countries.</p> <p>Students will discuss the culture of Chile and Paraguay.</p>	<p><b><u>Informal Assessment:</u></b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written and oral Mid-term exams Final exams</p>
<p><b>Unit Three: Capitulo 8 – Clothing and Fashion</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able to describe clothing preferences.</p> <p>Students will be able to describe in Spanish a typical day and</p>	<p><b><u>Informal Assessment:</u></b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</p> <p><b>1.3</b> - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</p> <p><b>2.1</b> - Students demonstrate the importance of following cultural expectations while participating in cultural practices.</p> <p><b>2.2</b> - Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studied as found within their homes and communities.</p>	<p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>compare it to their classmates.</p> <p>Students will be able to describe situations using correct tense.</p> <p>Students will be able to write an email about their childhood.</p> <p>Students will be able to correctly use the verb <i>gustar</i>, indirect object pronouns, direct and indirect pronouns used together, reflexive verbs, the imperfect tense and the pronunciation of <i>ll</i> and <i>ñ</i>.</p> <p>Students will understand Spanish inspired clothing.</p> <p>Students will understand the culture of Argentina and Uruguay.</p>	<p>quizzes Role play exercises Language lab</p> <p><b>Formal Assessment:</b> Unit exams – written and oral Mid-term exams Final exams</p>
<p><b>Unit Four: Capitulo 9- The Human Body</b> <b>Timeline: 3 weeks</b></p>			
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</p> <p><b>1.3</b> - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and</p>	<p><b>Learning Targets:</b> Students will be able to describe the parts of the body.</p> <p>Students will be able to describe certain illness and suggest treatment.</p> <p>Students will be able to speak in past, present and future tense.</p> <p>Students will review direct and indirect object, pronouns and reflexive verbs, the exclamations, preterit and imperfect and</p>	<p><b>Informal Assessment:</b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b>Formal Assessment:</b> Unit exams – written and oral Mid-term exams Final exams</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
<p>cultures.</p> <p><b>3.1</b> -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.</p> <p><b>4.1</b> - Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.</p>	<p>cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>expressions with <i>hacer</i>.</p> <p>Students will understand the importance of water.</p> <p>Students will understand the concept of pharmacies in Latin America and how they differ from those in the United States.</p> <p>Students will understand the cultures of Peru, Bolivia and Ecuador.</p>	
<b>Unit Five: Capitulo 10 – Modes of Transportation</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</p> <p><b>1.3</b> - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</p> <p><b>3.2</b> - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able to discuss travel and different modes of transportation.</p> <p>Students will be able to list the various parts of a car in Spanish.</p> <p>Students will be able to use commands correctly.</p> <p>Students will be able to pronounce b and v correctly.</p> <p>Students will be able to describe the procedure for obtaining a driver's license in Spanish speaking countries.</p> <p>Students will identify travel and tourism opportunities in Venezuela and Colombia.</p>	<p><b><u>Informal Assessment:</u></b></p> <p>Teacher observations</p> <p>Partner dialogue</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary and grammar quizzes</p> <p>Role play exercises</p> <p>Language lab</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams – written and oral</p> <p>Mid-term exams</p> <p>Final exams</p>

Standards Alignment	Unit Concepts Big Ideas	Student Learning Targets	Assessments
4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.	enriches their experiences.		
<b>Unit Six: Capítulo 11 – Ecology and the Environment</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</p> <p><b>1.3</b> - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</p> <p><b>3.1</b> - Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.</p>	<p>Language is the heart of all human interactions.</p> <p>Culture and language are inseparable; and they influence and reflect each other.</p> <p>The study of world languages help students enhance learning and provide access to other content areas, strategies, and resources.</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p><b><u>Learning Targets:</u></b> Students will be able to discuss the environmental issues that concern the United States and Spanish speaking countries.</p> <p>Students will be able to express items that are important to them.</p> <p>Students will be able to discuss government and current affairs.</p> <p>Students will be able to write a public service announcement in Spanish.</p> <p>Students will be able to use correctly the present subjunctive Por and para and the prepositions that follow them.</p> <p>Students will review word stress and accent.</p> <p>Students will gain an understanding of El Yunque, Puerto Rico's rainforest, Cuba and the Dominican Republic.</p>	<p><b><u>Informal Assessment:</u></b> Teacher observations Partner dialogue Presentations Homework Vocabulary and grammar quizzes Role play exercises Language lab</p> <p><b><u>Formal Assessment:</u></b> Unit exams – written and oral Mid-term exams Final exams</p>

# Curriculum Framework for World Languages

School: Early College at DSU

Curricular Tool: Practical Chinese Reader – Simplified Characters

Course: Chinese I (dual enrollment)

## CHIN-101. ELEMENTARY CHINESE LANGUAGE AND CULTURE I 3:3:1

Beginning level of Chinese will enable the student to acquire functional competency in listening, speaking, reading, and writing appropriate to this level. Students will receive a systematic and regular introduction to Chinese life and culture. Lab instruction is required

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<b>Unit One: 你好(Hello)</b> <b>Timeline : 2 weeks</b>			
<b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes  <b>2.1</b> - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.	Chinese Language and Dialects  Syllabic Structure and Pronunciation of Modern Standard Chinese  The Chinese Writing System  Useful Expressions  语音练习—Pronunciation Drills <ul style="list-style-type: none"> <li>声母—Initials : b, p, m, n, l, h</li> <li>韵母—Finals: a, o, e, i, u, ao, en, ie, in, ing, uo</li> </ul> 会话练习—Conversation Practice <ul style="list-style-type: none"> <li>打招呼—Saying Hello</li> <li>问候—Greetings</li> </ul> 语音—Phonetics <ul style="list-style-type: none"> <li>声母和韵母—Initials and finals</li> <li>发音要领 Pronunciation key</li> <li>声调—Tones</li> <li>三声变调—Third-tone sandhi</li> <li>拼写规则—Spelling Rules</li> </ul> 语法—Grammar <ul style="list-style-type: none"> <li>汉语的语序—Word order in Chinese sentences</li> </ul>	Students will exchange basic greetings.  Students will use common expressions in the classroom during oral participation exercises.  Students will appropriately apply useful expressions.  Students will accurately aurally identify correctly pronounced initials and finals.  Students will accurately pronounce lesson initials and finals.  Students will employ proper use of basic Chinese character strokes.	<b><u>Suggested Formative Assessments:</u></b> Observation of student strokes.  Participation in oral discussion, correctly using and/or answering classroom and survival expressions.  Teacher observations of student pronunciation of initials, tones, tone combinations, third tone sandhi, and use of syllabic structure.  <b><u>Suggested Summative Assessments:</u></b> Phrases quiz  Role Playing  Matching appropriate Chinese expressions with a given scenario  Vocabulary Quiz- pinyin to character, character to pinyin,

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
	汉字—Chinese Characters <ul style="list-style-type: none"> <li>• 汉字基本笔画—Basic Strokes of Chinese characters</li> </ul>		oral pronunciation to character
<b>Unit Two: 你忙吗 (Are you busy?)</b> <b>Timeline: 2 weeks</b>			
<b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes  <b>2.1</b> - Students observe, identify and discuss simple patters of behavior or interaction in various settings such as school, family and the community in the target-language cultures.	Chinese Language and Dialects Syllabic Structure and Pronunciation of Modern Standard Chinese  The Chinese Writing System  Useful Expressions  语音练习—Pronunciation Drills <ul style="list-style-type: none"> <li>• 声母—Initials: d, t, g ,k, f</li> <li>• 韵母—Finals: ei, ou, an, ang, eng, iao, iou(-iu)</li> </ul> 会话练习—Conversation Practice <ul style="list-style-type: none"> <li>• 问候别人—Greetings</li> <li>• 问需要—Asking what someone wants</li> </ul> 语音—Phonetics <ul style="list-style-type: none"> <li>• 轻声—Neutral tone</li> <li>• 发音要领—Pronunciation key</li> <li>• 拼写规则—Spelling rules</li> </ul> 语法—Grammar <ul style="list-style-type: none"> <li>• 形容词谓语句—Sentences with a adjectival predicate</li> <li>• 用“吗”的是非问句—“Yes-no” question with “吗”</li> <li>• 汉字—Chinese Characters</li> </ul>	Students will exchange basic greetings.  Students will use common expressions in the classroom during oral participation exercises.  Students will request a person’s last name and full name  Students will determine whether someone is a teacher or a student.  Students will accurately aurally identify lesson initials and finals.  Students will accurately pronounce lesson initials and finals.	<b><u>Suggested Formative Assessments:</u></b> Teacher observation of dialogue and use of greetings.  Teacher observation of student dialogues inquiring about demographic information of classmates.  Teacher observations of student pronunciation of initials, tones, tone combinations, and syllables in neutral tones.  Formative assessment checks of students identifying telling information about someone from a business card.  <b><u>Suggested Summative Assessments:</u></b> Chinese-English, English-Chinese matching of phrases and translations.  Vocabulary quiz- pinyin to character, character to pinyin and oral pronunciation to character  Role play conversation with appropriate greetings and

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
			question/answer exchanges
<b>Unit Three: 她是哪国人 (Where is she from?)</b> <b>Timeline: 2 weeks</b>			
<p><b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>2.1</b> - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p><b>2.2</b> - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p>语音练习—Pronunciation Drills</p> <ul style="list-style-type: none"> <li>声母—Initials: zh, ch, sh, r</li> <li>韵母—Finals: -i, ai, uai, ong</li> </ul> <p>会话练习—Conversation Practice</p> <ul style="list-style-type: none"> <li>认指人—Identifying people</li> <li>问国籍—Asking someone's nationality</li> </ul> <p>语音—Phonetics</p> <ul style="list-style-type: none"> <li>三声变调—Third-tone sandhi</li> <li>“不”的变调—Tone sandhi of “不”</li> <li>发音要领—Pronunciation key</li> </ul> <p>汉字—Chinese Characters</p>	<p>Students will ascertain someone's nationality.</p> <p>Students will identify people by their profession or kinship.</p> <p>Students will accurately aurally identify lesson initials and finals.</p> <p>Students will accurately pronounce lesson initials and finals.</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Teacher observation of dialogue</p> <p>Teacher observation of student dialogues inquiring about demographic information of classmates families.</p> <p>Teacher observations of student pronunciation of initials, tones, tone combinations, and syllables in neutral tones.</p> <p>Formative assessment checks of student dialogue about someone's family from a photo.</p> <p><b>Suggested Summative Assessments:</b></p> <p>Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Vocabulary quiz- pinyin to character, character to pinyin, and oral pronunciation to character</p> <p>Role plays and introductions</p>
<b>Unit Four: 认识你很高兴 (It is a pleasure to meet you)</b> <b>Timeline: 2 weeks</b>			
<b>1.1</b> - Students introduce	语音练习—Pronunciation Drills	Students will request a person's	<b>Suggested Formative</b>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p>themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b>- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>4.1</b>- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p>	<ul style="list-style-type: none"> <li>声母—Initials: j, q, x</li> <li>韵母—Finals: ia, ian, iang, uei(-ui), uen(-un), üe, üan</li> </ul> <p>会话练习—Conversation Practice</p> <ul style="list-style-type: none"> <li>请求允许—Asking for permission</li> <li>问姓名—Asking someone's name</li> <li>自我介绍—Introducing oneself</li> </ul> <p>语音—Phonetics</p> <ul style="list-style-type: none"> <li>发音要领—Pronunciation key</li> <li>拼写规则—Spelling rules</li> </ul> <p>语法—Grammar</p> <ul style="list-style-type: none"> <li>“是”字句(1)—Sentence with “是” (1)</li> </ul> <p>汉字—Chinese Characters</p> <ul style="list-style-type: none"> <li>笔顺规则- Rules of stroke order</li> </ul>	<p>last name and full name.</p> <p>Student will introduce oneself in a complete sentence with full first and last name.</p> <p>Students will ask permission to go somewhere or do something.</p> <p>Students will accurately aurally identify lesson initials and finals.</p> <p>Students will accurately pronounce lesson initials and finals.</p> <p>Students will properly form sentences using an interrogative pronoun.</p>	<p><b>Assessments:</b></p> <p>Teacher observation of dialogue and use of family vocabulary.</p> <p>Teacher observation of student dialogues inquiring about demographic information of classmates families.</p> <p>Teacher observations of student pronunciation of initials, tones, tone combinations, and syllables in neutral tones.</p> <p>Formative assessment checks of students dialogue about someone's family from a photo.</p> <p><b>Suggested Summative Assessments:</b></p> <p>Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Role playing</p> <p>Written dialogue</p> <p>Oral reading of dialogue passage (assess character knowledge and accuracy of tones)</p>
<p><b>Unit Five: 餐厅在哪儿 (Where is the cafeteria?)</b></p> <p><b>Timeline: 2 weeks</b></p>			
<p><b>1.1</b>- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express</p>	<p>语音练习—Pronunciation Drills</p> <ul style="list-style-type: none"> <li>声母—Initials: z, c, s</li> <li>韵母—Finals: -i, er, iong, ua, uan, uang, ün</li> </ul> <p>会话练习—Conversation Practice</p>	<p>Students will ask for and give directions.</p> <p>Students will identify locations by using landmarks as references.</p>	<p><b>Informal:</b></p> <p>Teacher observation of dialogue and use of greetings.</p> <p>Teacher observation of student</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p>basic likes and dislikes.</p> <p><b>1.2-</b> Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3-</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1-</b> Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p><b>3.1</b> Students demonstrate an understanding of the concepts learned in other subjects in the target language including geographical terms and concepts, historical facts and concepts mathematical terms and scientific information</p> <p><b>4.1-</b> Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring</p>	<ul style="list-style-type: none"> <li>找人—Looking for someone</li> <li>告别—Saying goodbye</li> <li>问路—Asking for directions</li> <li>道谢—Expressing thanks</li> </ul> <p>语音—Phonetics</p> <ul style="list-style-type: none"> <li>儿化韵—Retroflex ending</li> <li>发音要领—Pronunciation key</li> </ul> <p>语法—Grammar</p> <ul style="list-style-type: none"> <li>用疑问代词的问句—Questions with an interrogative pronoun</li> </ul> <p>汉字—Chinese Characters</p> <ul style="list-style-type: none"> <li>汉字复合笔画 (1) —Combined character strokes (1)</li> </ul>	<p>Students will describe whether two places are close to or far away from one another.</p> <p>Students will state where they are heading and the purpose of going there.</p> <p>Students will accurately aurally identify lesson initials and finals.</p> <p>Students will accurately pronounce lesson initials and finals.</p> <p>Students will ask and answer appropriate questions as they “look” for someone.</p> <p>Students will say goodbye.</p>	<p>dialogues inquiring about directions to or from a location.</p> <p>Teacher observations of student pronunciation of initials, tones, tone combinations, and syllables in neutral tones.</p> <p><b>Formal Assessment:</b> Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Written response</p> <p>Skit/ script</p> <p>Role playing</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
cognates in the language they are learning.  <b>5.1</b> Students identify ways that knowing languages are crucial to many professions.			
<b>Unit Six: 复习(review) 我们去游泳, 好吗 (Let's go swimming, alright?)</b> <b>Timeline: 2 weeks</b>			
<p><b>1.1</b>-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b>-Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>4.1</b>-Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p><b>5.2</b> Students use various media from the language and culture for entertainment or personal pleasure.</p>	<p>语音练习—Pronunciation Review 会话练习—Conversation Practice</p> <ul style="list-style-type: none"> <li>评论—Making comments</li> <li>建议—Making suggestions</li> <li>请求重复—Asking someone to repeat something</li> <li>婉拒—Refusing or declining politely</li> </ul> <p>语音—Phonetics</p> <ul style="list-style-type: none"> <li>“一”的变调—Tone sandhi of “一”</li> <li>普通话声韵母拼合总表—Table of Combinations of Initials and Finals in Common Speech</li> </ul> <p>语法—Grammar</p> <ul style="list-style-type: none"> <li>动词谓语句—Sentences with a verbal predicate</li> </ul> <p>汉字—Chinese Characters</p> <ul style="list-style-type: none"> <li>汉字复合笔画 (2) —Combined character strokes (2)</li> <li>笔画组合—Combination of strokes</li> </ul>	<p>Students will make full sentence comments appropriate to a given situation.</p> <p>Students will make appropriate, full sentence suggestions based on conversation or scenario.</p> <p>Students will politely refuse an offer or invitation.</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Teacher observation of dialogue and use proper form of sentences.</p> <p>Teacher observation of student mock phone calls.</p> <p>Formative assessment checks of students' dialogue answering in the affirmative and negative, and identifying either/or scenarios.</p> <p>Interactive Word Wall</p> <p><b>Suggested Summative Assessments:</b></p> <p>Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Written response</p> <p>Role play or skit in response to teacher given scenario</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<b>Unit Seven: 你认识不认识他 (Do you or do you not know him?)</b> <b>Timeline: 2 weeks</b>			
<p><b>1.2-</b> Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3-</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1-</b> Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p><b>2.2-</b> Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.2</b> Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or of those they have limited personal experience.</p> <p><b>4.1-</b> Students realize that cognates</p>	<p><b>注释- Notes</b></p> <ul style="list-style-type: none"> <li>● V+一下— V+ 一下 to indicate a short and quick action</li> <li>● 叹词‘啊’—The interjection ‘啊’</li> <li>● 名词直接作定语—Nouns directly used as attributives</li> </ul> <p><b>练习与运用 Drills and Practice</b></p> <ul style="list-style-type: none"> <li>● 初次见面—Meeting someone for the first time</li> <li>● 谈专业—Talking about one’s major</li> </ul> <p><b>阅读和复述—Reading Comprehension and Paraphrasing</b></p> <p><b>语法—Grammar</b></p> <ul style="list-style-type: none"> <li>● 表领属关系的定语—Attributives expressing possession</li> <li>● 正反疑问句— V/A-not-V/A questions</li> <li>● 用‘呢’构成的省略式问句—Abbreviated questions with</li> <li>● “也”和“都”的位置—The position of adverbs “也” and “都”</li> </ul> <p><b>汉字—Chinese Characters</b></p> <ul style="list-style-type: none"> <li>● 汉字的部件—Chinese character components</li> </ul>	<p>Students will politely and appropriately interject into an ongoing conversation.</p> <p>Students will make appropriate introductions of themselves when meeting someone for the first time.</p> <p>Students will ask and answer questions regarding college majors.</p> <p>Students will describe the routine of a student’s life on campus.</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Teacher observation of dialogue and use proper form of sentences.</p> <p>Observation of student use of Chinese Input Tool.</p> <p><b><u>Suggested Summative Assessments:</u></b></p> <p>Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Written response</p> <p>Role playing/skit in response to given scenario</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p>enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p><b>4.2-</b>Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>			

# Curriculum Framework for World Languages

School: Early College at DSU

Curricular Tool: Practical Chinese Reader – Simplified Characters

Course: Chinese II (dual enrollment)

## CHIN-102. ELEMENTARY CHINESE LANGUAGE AND CULTURE II 3:3:1

This course in Chinese Language and Culture is designed to develop aural, oral, reading, and comprehension. Laboratory is required to enhance listening and speaking proficiencies. Students learn more concepts and grammatical structures not covered in the normal Chinese 101.

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<b>Unit One: 你们家有几口人 (How many people are in your family)</b> <b>Timeline : 3 weeks</b>			
<b>1.1</b> -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.  <b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.  <b>2.1</b> - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.	注释- Notes <ul style="list-style-type: none"> <li>语气助词“啊”-The modal particle “啊”</li> <li>连词“和”-The conjunction“和”</li> <li>“两”和“二”- “两” and “二”</li> <li>“还” (1) 表示有所补充-“还” (1) Introducing an additional remark</li> <li>副词“太”-The adverb “太”</li> </ul> 练习与运用-Drills and Practice <ul style="list-style-type: none"> <li>谈家庭-Talking about one’s family</li> <li>问职业-Asking about someone’s occupation</li> <li>谈学校-Talking about one’s university</li> </ul> 阅读和复述-Reading Comprehension and Paraphrasing  语法-Grammar <ul style="list-style-type: none"> <li>11-100的称数法-Numbers from 11 to 100</li> <li>数量词作定语-Numerals-measure words as attributives</li> <li>“有”字句-Sentences with “有”</li> <li>用“几”或“多少”提问-Questions with “几” or “多少”</li> </ul> 汉字-Chinese characters <ul style="list-style-type: none"> <li>汉字的结构 (1) -Structure of Chinese</li> </ul>	Students will discuss the pros and cons of living on and off campus.  Students will state their major area of study/academic department and some required general course they have taken.  Students will talk about what they plan to do after graduating.  Students will explore what will enhance their future job opportunities.  Students will explain whether their family members have an influence on their choice of major and career path.  Students will review their monthly income and spending patterns.	<b>Suggested Formative Assessments:</b> Teacher observation of dialogue and use of family vocabulary.  Teacher observation of student dialogues inquiring about demographic information of classmates families.  Teacher observations of student brush strokes in forming Chinese characters.  Formative assessment checks of students’ dialogue about someone’s family from a photo.  <b>Suggested Summative Assessments:</b> Chinese-English, English-Chinese matching of phrases and translations.  Vocabulary quiz- pinyin to characters, characters to pinyin, and

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	characters (1)	<p>Students will talk about how they balance their personal budget.</p> <p>Students will name some possible reasons to work part-time while in school.</p> <p>Students will discuss the pros and cons of working part-time while in school.</p>	<p>oral pronunciation to pinyin.</p> <p>Oral counting of 11-100</p> <p>Reading comprehension quiz</p>
<b>Unit Two: 他今年二十岁 (He is twenty this year)</b> <b>Timeline: 3 weeks</b>			
<p><b>1.1-</b> Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p><b>1.2 -</b> Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3-</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p>	<p>注释- Notes</p> <ul style="list-style-type: none"> <li>“是吗”-The expression “是吗”</li> <li>副词多-The adverb “多”</li> <li>“祝你。。。” To extend one’s good wishes</li> <li>动词或动词词组作宾语-Verbs or Verbal phrases as objects</li> </ul> <p>练习与运用-Drills and Practice</p> <ul style="list-style-type: none"> <li>约会- Making an appointment</li> <li>问年龄和出生地-Asking about someone’s age and birthplace</li> <li>祝贺生日-Celebrating someone’s birthday</li> </ul> <p>阅读和复述-Reading Comprehension and Paraphrasing</p> <p>语法-Grammar</p> <ul style="list-style-type: none"> <li>年, 月, 日, 和星期-Expressing the date and days of the week</li> <li>表时间的词语作状语-Words expressing time as adverbials</li> <li>名词谓语句-Sentences with a nominal predicate</li> <li>用“。。。, 好吗?”提问-Questions with</li> </ul>	<p>Students will tell and speak about time and dates.</p> <p>Students will talk about someone’s age and birthday.</p> <p>Students will set up an appointment with a teacher on the phone.</p> <p>Students will offer New Year’s wishes.</p> <p>Students will talk about the year of their birth and about their Chinese zodiac sign.</p> <p>Students will talk about someone’s age and birthday.</p> <p>Students will identify days of the week and speak about specific dates.</p>	<p><b>Suggested Formative Assessment:</b></p> <p>Teacher observation of dialogue and use of date and time vocabulary.</p> <p>Teacher observation of student dialogues inquiring about birthdays, times and invitations.</p> <p>Teacher observations of students asking and answering when birthdays are and forming a birthday dragon, with earlier birthdays in the front, later birthdays in the back. Teacher will ask first student when his or her birthday is, the student will answer in Chinese, then turn and ask the question to the second person in line. This will go on until all students have asked and answered when the question about birthdays.</p> <p>Formative assessment checks of students’ dialogue about inviting</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p><b>4.1-</b> Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p>	<p>“。。。好吗?”</p> <p>汉字—Chinese characters</p> <ul style="list-style-type: none"> <li>汉字的结构—Structure of Chinese characters</li> </ul>		<p>someone to dinner with specific days and times.</p> <p><b>Suggested Summative Assessment:</b></p> <p>Chinese-English, English-Chinese matching of phrases and translations</p> <p>Writing rubric: character forms</p> <p>Mock birthday invitation in which students appropriately identify and articulate date and times.</p> <p>Dictation</p>
<p><b>Unit Three: 我在这儿买光盘 (I am going to buy a CD)</b></p> <p><b>Timeline: 2 weeks</b></p>			
<p><b>1.3-</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p> <p><b>2.1-</b> Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p><b>2.2-</b> Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>3.1-</b> Students demonstrate an</p>	<p>注释 Notes</p> <ul style="list-style-type: none"> <li>指示代词“这”，“那”作定语—Demonstrative pronouns “这”and “那” as attributives</li> <li>“怎么+VP”—“怎么+VP” to ask about how one should do something</li> <li>“。。。，是不是/是吗?”问句—Questions with “。。。，是不是/是吗?”</li> <li>“一斤。。。多少钱?”—“一斤。。。多少钱?” To ask the price of something</li> <li>人民币的单位—Monetary units of Chinese currency</li> </ul> <p>练习与运用—Drills and Practice</p> <ul style="list-style-type: none"> <li>喜欢不喜欢—Likes and dislikes</li> <li>解决语言困难—Solving language problems</li> <li>买东西—Shopping</li> </ul> <p>阅读和复述—Reading Comprehension and Paraphrasing</p> <p>语法—Grammar</p>	<p>Students will speak about the price of the purchase.</p> <p>Students will recognize Chinese currency.</p> <p>Students will determine the proper change you should receive.</p> <p>Students will state where they are heading and the purpose of going there.</p> <p>Students will establish an e-pal with a native Chinese speaker.</p>	<p><b>Suggested Formative Assessment:</b></p> <p>Teacher observation of dialogue and use proper form of sentences.</p> <p>Teacher observation of student dialogues inquiring about shopping.</p> <p><b>Suggested Summative Assessment:</b></p> <p>Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Students will create a shopping list.</p> <p>Students will initiate e-pal communication with native Chinese speakers. They will establish communication with a speaker and have at least a 5 string e-mail conversation in which the students ask and answer questions relevant to</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p>understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p><b>3.2</b>-Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p><b>4.1</b>-Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p><b>5.2</b> Students consult various sources in the target language to obtain information on topics of personal interest. Students also establish communication with speakers of the target language.</p>	<ul style="list-style-type: none"> <li>介词词组—Prepositional phrase</li> <li>双宾语动词谓语句 (1) “给” “送”—Sentences with double objects (1): “给” and “送”</li> <li>形容词谓语句和副词“很”— Sentences with an adjectival predicate “很”</li> </ul> <p>汉字—Chinese characters</p> <ul style="list-style-type: none"> <li>汉字的结构—Structure of Chinese characters</li> </ul>		<p>their likes, dislikes, interests, similarities and differences.</p> <p>Students will communicate with retailers in China to ask questions regarding the sale of merchandise of their interest.</p> <p>Research of Chinese speaking agencies or affiliations in the tri-state area. Students create a “rolodex” of businesses, phone numbers, addresses and “specialty”</p> <p>Reading comprehension quiz</p>
<b>Unit Four: 我会说一点儿汉语 (I can speak a little bit of Chinese)</b> <b>Timeline: 2 weeks</b>			
<b>1.1</b> - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and	注释- Notes <ul style="list-style-type: none"> <li>“一点儿” —The indefinite measure word “一点儿”</li> <li>“那里” 表示否定—“那里” with a negative</li> </ul>	Students will tell and speak about time and dates.	<b>Suggested Formative Assessment:</b> Teacher observation of dialogue and use proper form of sentences.

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p>questions. Student also express basic likes and dislikes.</p> <p><b>1.2</b> - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3</b> - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.2</b> - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p><b>4.1</b> - Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p><b>5.1</b> - Students identify ways that knowing languages are crucial to many professions.</p>	<p>connotation</p> <ul style="list-style-type: none"> <li>“还” (2) : 表示现象或动作的继续— “还” (2) : Expressing the continuation of a state or action</li> </ul> <p>练习与运用—Drills and Practice</p> <ul style="list-style-type: none"> <li>问时间—Asking about time</li> <li>表示能力—Expressing one’s ability</li> <li>表示允许或禁止—Expressing permission or prohibition</li> </ul> <p>阅读和复述—Reading Comprehension and Paraphrasing</p> <p>语法—Grammar</p> <ul style="list-style-type: none"> <li>钟点—Telling time</li> <li>能愿动词谓语句 (1) “会” “能” “可以” “应该”—Optative verbs “会” “能” “可以” “应该”</li> <li>连动句 (1) 表示目的—Sentences with serial verb phrases (1) ; Purpose</li> <li>双宾语动词谓语句 (2) “教” “问”—Sentences with double objects</li> </ul> <p>汉字—Chinese Characters</p> <ul style="list-style-type: none"> <li>汉字的结构—Structure of Chinese characters</li> </ul>	<p>Students will describe a duration of time.</p> <p>Students will say and write the terms for basic personal hobbies.</p> <p>Students will ask about someone’s hobbies.</p> <p>Students will express their likes and dislikes.</p>	<p>Teacher observation of student dialogues inquiring about favorite hobbies.</p> <p>Formative assessment checks of students’ dialogue about hobbies, answering in the affirmative and negative, and identifying either/or scenarios.</p> <p><b>Suggested Formative Assessment:</b> Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Students will create a week’s schedule of activities/hobbies included tentative days and times of activities.</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<b>Unit Five: 我全身都不舒服 (My entire body feels uncomfortable) Talking about health</b> <b>Timeline: 2 weeks</b>			
<p><b>1.2-</b>Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3-</b>Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p>	<p>注释- Notes</p> <ul style="list-style-type: none"> <li>代词“每”-The pronoun “每”</li> <li>“怎么”问原因-“怎么” to ask about the cause of something</li> <li>语气助词“吧”Pr/NP+he modal particle“吧”(1) : to soften the tone of speech</li> <li>“跟+Pr/NP+一起”-“跟+Pr/NP+一起”as an adverbial modifier</li> <li>介词给The preposition “给”</li> <li>“有(一)点儿”-The adverbial modifier “有(一)点儿”</li> </ul> <p>练习与运用-Drills and Practice</p> <ul style="list-style-type: none"> <li>谈身体状况-Talking about one’s health</li> <li>表示意愿-Expressing one’s desire</li> <li>表示必要-Expressing need or necessity</li> </ul> <p>阅读和复述-Reading Comprehension and Paraphrasing</p> <p>语法-Grammar</p> <ul style="list-style-type: none"> <li>主谓谓语句-Sentences with a subject-predicate structure as predicate</li> <li>选择疑问句-Alternative questions</li> <li>能感动词谓语句(2): 要, 想, 愿意-Optative verbs: Chinese Characters 要, 想, 愿意</li> </ul> <p>汉字-Chinese characters</p> <ul style="list-style-type: none"> <li>汉字的结构-Structure of Chinese characters</li> </ul>	<p>Students will talk about basic symptoms of a cold.</p> <p>Students will describe common symptoms of allergies.</p> <p>Students will understand and repeat instructions on when and how often to take medications.</p> <p>Students will talk about why they do or don’t want to see the doctor.</p> <p>Students will urge others to see a doctor when they are not feeling well.</p> <p>Students will correctly phrase sentences in Chinese indicating wants and needs.</p>	<p><b>Suggested Formative Assessment:</b> Teacher observation of dialogue and use proper form of sentences.</p> <p>Observation of student use of Chinese Input Tool.</p> <p><b>Suggested Summative Assessment:</b> Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Writing prompt</p> <p>Role plays</p> <p>Vocabulary quiz</p>
<b>Unit Six: 我认识了一个漂亮的姑娘 (I know a beautiful girl)</b> <b>Timeline: 2 weeks</b>			
<p><b>1.1 -</b>Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p>	<p>注释- Notes</p> <ul style="list-style-type: none"> <li>形容词“多”“及”“少”作定语 Adjectives “多” and “少” as attributives</li> <li>“Pr/N+N+这儿/那儿”表示处所-“Pr/N+N+这儿/那儿” to indicate location</li> </ul>	<p>Students will describe their current and ideal living quarters.</p> <p>Students will name common pieces of furniture.</p>	<p><b>Suggested Formative Assessment:</b> Teacher observation of in class dialogue.</p> <p>Observation of student use of Chinese Input Tool.</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
<p><b>1.2</b> -Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics</p> <p><b>3.2</b>-Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p><b>4.2</b>-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p><b>1.3</b>- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>4.1</b>- Students realize that cognates enhance comprehension of spoken and written language and</p>	<ul style="list-style-type: none"> <li>“常常”和“常” “常常”and “常”</li> <li>动词或动词词组作定语—Verbs or Verbal phrases as attributives</li> </ul> <p>练习与运用—Drills and Practice</p> <ul style="list-style-type: none"> <li>谈已经发生的事—Talking about something that has happened</li> <li>租房—Renting a house</li> <li>征求建议—Asking for suggestions</li> <li>打电话—Making a phone call</li> <li>邀请—Invitations</li> </ul> <p>阅读和复述—Reading Comprehension and Paraphrasing</p> <p>语法—Grammar</p> <ul style="list-style-type: none"> <li>助词了 The particle “了”</li> <li>兼语句—Pivotal sentences</li> <li>能愿动词谓语句 (3) : 可能 会—Optative verbs (3) 可能 会</li> </ul> <p>汉字—Chinese Characters</p> <ul style="list-style-type: none"> <li>部首查字法—Consulting a Chinese dictionary using radicals</li> </ul>	<p>Students will state how long they have been living at their current residence</p> <p>Students will comment briefly on why a place is or isn't good for someone.</p> <p>Students will discuss and negotiate rent, utilities and security deposits.</p> <p>Students will describe how long you've know someone.</p> <p>Students will invite someone to go on a date.</p> <p>Students will make the necessary arrangements to go out with friends.</p> <p>Students will accept a date courteously. Students will decline a date politely.</p> <p>Students will end a phone conversation without hurting the other person's feelings.</p>	<p><b>Suggested Summative Assessment:</b></p> <p>Self assessments of language acquisition based on short questionnaire.</p> <p>Vocabulary Quiz</p> <p>Writing prompt</p> <p>Written newspaper ad either requesting or renting an apartment.</p> <p>Reading comprehension activities and/or quiz</p>

Standards Alignment	Unit Concepts	Student Learning Targets	Assessments
demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.			
<b>Unit Seven: (复习) 祝你圣诞快乐 (I wish you a happy holiday)</b> <b>Timeline: 2 weeks</b>			
<p><b>1.2-</b>Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p><b>1.3-</b> Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p><b>2.1 -</b>Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target-language cultures.</p> <p><b>3.2-</b>Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience</p>	<p>注释- Notes</p> <ul style="list-style-type: none"> <li>“问。。。好”转达问候—“问。。。好” to extend someone’s regards</li> <li>主谓结构作定语 Subject-predicate structures as attributives</li> </ul> <p>练习与运用—Drills and Practices</p> <ul style="list-style-type: none"> <li>抱怨与致歉—Making a complaint or an apology</li> <li>转达问候—Prassing on someone’s regards</li> <li>节日祝愿—Expressing holiday greetings</li> </ul> <p>阅读和复述—Reading Comprehension and Paraphrasing</p> <p>语法—Grammar</p> <ul style="list-style-type: none"> <li>四种汉语句子—Four kinds of simple sentences</li> <li>六种提问方法—Six main question types</li> </ul> <p>汉字—Chinese Characters</p> <ul style="list-style-type: none"> <li>音序查字法—Consulting a Chinese dictionary arranged by <i>pinyin</i> alphabetical order</li> </ul>	<p>Students will express regard for someone’s feelings.</p> <p>Students will identify appropriate sayings in response to good news.</p> <p>Students will identify appropriate sayings in response to bad news.</p> <p>Students will extend holiday wishes.</p> <p>Students will accurately form and use the six main question types.</p> <p>Students will accurately form and use the four simple kinds of sentences.</p> <p>Students will locate words in a pinyin arranged dictionary.</p>	<p><b><u>Suggested Formative Assessment:</u></b> Teacher observation of dialogue and use proper form of sentences.</p> <p>Observation of student use of Chinese Input Tool.</p> <p><b><u>Suggested Summative Assessment:</u></b> Chinese-English, English-Chinese matching of phrases and translations.</p> <p>Vocabulary quiz</p> <p>Writing prompt</p> <p>Students will create a Chinese “phone book” properly alphabetizing Chinese names and forming Chinese phone numbers.</p>

# Curriculum Framework for Visual Arts

**School:** Early College High School at DSU

**Curricular Tool:** Artforms: An Introduction to the Visual Arts

**Course:** Introduction to Art (dual enrollment)

## **ART-101. INTRODUCTION TO ART**

A survey of history from prehistoric times to the present, the course offers an introduction to analysis and evaluation of the visual arts, with emphasis on the relationship of end product to design, technique, and cultural background. The main purpose of the course is to gain appreciation for all art forms. Lectures are presented with the use of slides/PowerPoint and other visual aids.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: What is Art? Visual Communication, Painting and Drawing</b> <b>Timeline : 5 weeks</b>			
<b>1.5E</b> -Compare and contrast the different effects created by various two dimensional and three-dimensional works of art  <b>2.1E</b> -Identify the elements of art  <b>2.3E</b> -Identify the principles of design  <b>2.4E</b> -Analyze the elements of art  <b>2.5E</b> -Evaluate works of art in terms of structure and function  <b>2.6E</b> -Analyze the principles of design  <b>2.10 P/E</b> -Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects  <b>3.3 E</b> -Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art  <b>3.6 E</b> -Analyze how the use of subject matter, symbols and ideas are used in works of art  <b>5.1E</b> - Discuss how individual experiences	Artists make thoughtful choices in creating works of art.  Artists use a variety of techniques and processes to manipulate media to achieve desired effects.  Artists must understand media, techniques and process as tools to communicate.  Artists learn rules in order to break them.  Artists consider multiple approaches to visual problems.  Artists create works of art employing both conscious and intuitive thought.  Every work of art has a point of view.  Form and function may or may not	<u><b>Essential Questions:</b></u> Why do artists select one medium over another?  To what extent can media be manipulated using a variety of techniques and processes?  To what extent is a work of art dependent upon the point of view of the artist?  To what extent is a work of art dependent upon the point of view of the viewer?  How and why is art used as a vehicle for communication?  To what extent does good design integrate form with function?  What is art?  How does the use of specific symbols influence the meaning of a work of art?	<u><b>Informal:</b></u>  Homework assignments Art reviews/critiques Essays Virtual museum journal Class participation Reflection questions  <u><b>Formal Assessment:</b></u>  Quizzes Mid-tem exam Final exam

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>influence personal works of art</p> <p><b>5.2E</b> - Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> - Describe personal responses to selected works of art</p> <p><b>5.4E</b> - Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> - Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> - Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> - Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1</b> -Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2</b> -Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.4</b> -Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>be related one to the other. Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>What makes art more or less authentic?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will understand the emotional process artists go through when creating.</p> <p>Students will be able to describe that an artist must understand a variety of techniques to achieve the desired effect.</p> <p>Students will understand that every work of art has a point of view.</p> <p>Students will be able to describe how art is a form of expression.</p> <p>Students will understand that art transcends language barriers.</p> <p>Students will be able to discuss how art draws upon all human experiences.</p> <p>Students will understand that creating art requires critical and creative problem solving.</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Two: Art Mediums</b> <b>Timeline: 4 weeks</b>			
<p><b>1.2E</b> -Use selected two dimensional and three-dimensional media to communicate ideas</p> <p><b>1.4E</b> -Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.5E</b> -Compare and contrast the different effects created by various two dimensional and three-dimensional works of art</p> <p><b>1.6E</b> -Identify different media, techniques and processes that are used to create works of art</p> <p><b>1.7E</b> -Describe how media and techniques are used to create two dimensional and three dimensional works of art.</p> <p><b>2.1E</b> -Identify the elements of art</p> <p><b>2.3E</b> -Identify the principles of design</p> <p><b>2.6 E</b>-Analyze the principles of design</p> <p><b>2.10 P/E</b>-Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>6.2E</b> -Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b>-Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> -Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>	<p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other. Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate form with function?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><b><u>Learning Targets:</u></b></p>	<p><b><u>Informal:</u></b></p> <p>Homework assignments Art reviews/critiques Essays Virtual museum journal Class participation Reflection questions</p> <p><b><u>Formal Assessment:</u></b></p> <p>Quizzes Mid-tem exam Final exam</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always changes.</p>	<p>Students will understand the emotional process artists go through when creating.</p> <p>Students will be able to describe that an artist must understand a variety of techniques to achieve the desired effect.</p> <p>Students will understand that every work of art has a point of view.</p> <p>Students will be able to describe how art is a form of expression.</p> <p>Students will understand that art transcends language barriers.</p> <p>Students will be able to discuss how art draws upon all human experiences.</p>	
<b>Unit Three: Evaluating Art and Art Through History</b> <b>Timeline: 4 weeks</b>			
<p><b>1.6E</b> -Identify different media, techniques and processes that are used to create works of art</p> <p><b>2.1E</b> -Identify the elements of art</p> <p><b>2.3E</b> -Identify the principles of design</p> <p><b>2.4 E</b>-Analyze the elements of art</p> <p><b>2.5 E</b> -Evaluate works of art in terms of structure and function</p> <p><b>2.6 E</b> -Analyze the principles of design</p> <p><b>2.10 P/E</b> -Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p>	<p>Artists make thoughtful choices in creating works of art.</p> <p>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</p> <p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists learn rules in order to break them.</p> <p>Artists consider multiple approaches to visual problems.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>To what extent is a work of art dependent upon the point of view of the artist?</p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>How and why is art used as a vehicle for communication?</p> <p>To what extent does good design integrate</p>	<p><b><u>Informal:</u></b></p> <p>Homework assignments</p> <p>Art reviews/critiques</p> <p>Essays</p> <p>Virtual museum journal</p> <p>Class participation</p> <p>Reflection questions</p> <p><b><u>Formal Assessment:</u></b></p> <p>Quizzes</p> <p>Mid-tem exam</p> <p>Final exam</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>3.1E</b> -Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> -Integrate a variety of sources for subject matter, symbols and/or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3 E</b>-Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.5 E</b> -Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p><b>3.6 E</b> -Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>6.1 E</b> -Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2E</b> -Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b>-Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p>	<p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Every work of art has a point of view.</p> <p>Form and function may or may not be related one to the other.</p> <p>Art is a form of expression that employs a system of visual symbols.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Art is a universal symbol system that transcends language barriers.</p> <p>Art draws upon all aspects of human experience.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Learning can be deepened by connecting visual art to other disciplines.</p> <p>Many people favor learning in a visual and tactile way.</p> <p>The process of creating art requires critical and creative problem solving.</p> <p>The means to create art always</p>	<p>form with function?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will understand the emotional process artists go through when creating.</p> <p>Students will be able to describe that an artist must understand a variety of techniques to achieve the desired effect.</p> <p>Students will understand that every work of art has a point of view.</p> <p>Students will be able to describe how art is a form of expression.</p> <p>Students will understand that art transcends language barriers.</p> <p>Students will be able to discuss how art draws upon all human experiences.</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	changes.		
<b>Unit Five: Art as Cultural Heritage</b> <b>Timeline: 4 weeks</b>			
<p><b>4.1E</b> -Identify historical and cultural characteristics of works of art</p> <p><b>4.2E</b> -Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> -Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> -Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> -Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6D/P</b> -Describe how history and cultures influence the visual arts</p> <p><b>4.7D/P</b> - Describe how the visual arts influence history and culture</p> <p><b>5.1 E</b>-Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> -Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> -Describe personal responses to selected works of art</p> <p><b>5.4E</b> -Analyze works of art to speculate why they were created</p> <p><b>5.5 E</b>-Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p>	<p>Art has been created by all peoples, in all times and in all places.</p> <p>Art preserves and depicts history in ways words cannot.</p> <p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Natural resources have influenced the creation of indigenous art form.</p> <p>Timeless works of art are deemed important for a number and variety of reasons.</p> <p>Reflection, assessment and refinement are key steps in the process of creating art.</p>	<p><b><u>Essential Questions:</u></b></p> <p>To what extent does history reflect upon and have an influence on art? To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand that art is everywhere.</p> <p>Students will be able to describe how art depicts history.</p> <p>Students will be able to describe what makes a piece of art timeless.</p>	<p><b><u>Informal:</u></b></p> <p>Homework assignments Art reviews/critiques Essays Virtual museum journal Class participation Reflection questions</p> <p><b><u>Formal Assessment:</u></b></p> <p>Quizzes Mid-term exam Final exam</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>5.6 E</b>-Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> -Describe how a work of art can convey a voice of one or a voice of many</p>			

# Curriculum Framework for Visual Arts

School Early College High School @ DSU Curricular Tool: N/A Course: Introduction to Drawing (dual enrollment)

## **ART-103. INTRODUCTION TO DRAWING**

This is a basic drawing and composition course. The exploration of a variety of techniques, tools, and media used in drawing. Studies include problems in composition, line, perspective, volume, and value.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Introduction to Drawing</b> <b>Timeline : 6 lessons</b>			
<b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art  <b>1.3E</b> Use media and tools in a safe and responsible manner  <b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art  <b>1.6 E</b> Identify different media, techniques and processes that are used to create works of art  <b>1.7 E</b> Describe how mediaand techniques are used to create two-dimensional and three-dimensional works of art  <b>2.1E</b> Identify the elements of art  <b>2.2E</b> Select and use the elements of art in works of art  <b>2.3E</b> Identify the principles of design  <b>2.4E</b> Analyze the elements of art	<ul style="list-style-type: none"> <li>Artists make thoughtful choices in creating works of art.</li> <li>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</li> <li>Artists must understand media, techniques and process as tools to communicate.</li> <li>Artists consider multiple approaches to visual problems.</li> <li>Form and function may or may not be related one to the other.</li> <li>Art draws upon all aspects of human experience.</li> </ul>	<b><u>Essential Questions:</u></b>  Why do artists select one medium over another?  To what extent can media be manipulated using a variety of techniques and processes?  To what extent does good design integrate form with function?  What is art?  How does the use of specific symbols influence the meaning of a work of art?  What makes art more or less authentic?  <b><u>Learning Targets:</u></b>  Identify the elements of art.  Describe the ways artists use the principles of art to organize the elements of art in their drawings.  Analyze how the elements and principles of	<b><u>Suggested Formative Assessments:</u></b> <ul style="list-style-type: none"> <li>Vocabulary Splash</li> <li>Experiments with texture</li> <li>Teacher observation</li> <li>Sketchbook</li> <li>Journal</li> </ul> <b><u>Suggested Summative Assessments:</u></b> <ul style="list-style-type: none"> <li>Portfolio selections with summary of the processes used to complete selected work.</li> <li>Rubrics</li> <li>Artist study</li> <li>Vocabulary quiz</li> <li>Design Charts for self, peer and artist assessment</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p>		<p>art are used to achieve unity</p> <p>Complete a drawing using mixed media</p> <p>Create gesture and contour drawings</p> <p>List the four steps in the art-criticism process</p> <p>Identify and describe three theories of art</p> <p>Describe three kinds of aesthetic qualities</p>	
<b>Unit Two: Lines</b> <b>Timeline: 4 lessons</b>			
<p><b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art</p> <p><b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas</p> <p><b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art</p> <p><b>1.7 E</b> Describe how media and techniques are used to create two-dimensional and three-dimensional works of art</p> <p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p>	<ul style="list-style-type: none"> <li>Artists must understand media, techniques and process as tools to communicate</li> <li>Artists consider multiple approaches to visual problems</li> <li>Form and function may or may not be related one to the other</li> <li>Perspective</li> <li>Movement</li> </ul>	<p><b>Essential Questions:</b></p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>How can lines express emotion?</p> <p>Why is value an important part of the line design?</p> <p>To what extent does good design integrate form with function?</p> <p><b>Learning Targets:</b></p> <p>Create a line drawing using different types of lines, using charcoal, pencil and black</p>	<p><b><u>Suggested Formative and Summative Assessments:</u></b></p> <p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Vocabulary Splash</li> <li>Experiments with texture</li> <li>Teacher observation</li> <li>Sketchbook</li> <li>Journal</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Portfolio selections with summary of</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>2.3E</b> Identify the principles of design</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p>	<ul style="list-style-type: none"> <li>Contrast</li> </ul>	<p>markers.</p> <p>Create a piece consisting of contrast, movement and rhythm.</p> <p>Create balance between their lights and darks.</p> <p>Create 2-point perspective buildings drawing using all implied lines to imply texture.</p> <p>Evaluate and discuss their pieces and pieces of their peers using a critique protocol and rubric.</p> <p>Analyze artist's work and thoughts on why they created their pieces and their use of lines.</p>	<p>the processes used to complete selected work.</p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Artist study</li> <li>Vocabulary quiz</li> <li>Design Charts for self, peer and artist assessment</li> </ul>
<p><b>Unit Three: Imitational</b> <b>Timeline: 8 lessons</b></p>			
<p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p>	<ul style="list-style-type: none"> <li>Art is a form of expression that employs a system of visual symbols.</li> <li>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</li> <li>Artists must understand media, techniques and process as tools to communicate.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p>Why do artists select one medium over another?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say "I like it" or "I don't like it" when</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Vocabulary Splash</li> <li>Experiments with texture</li> <li>Teacher observation</li> <li>Sketchbook</li> <li>Journal</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Portfolio selections</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.5E</b> Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of</p>	<ul style="list-style-type: none"> <li>• Artists learn rules in order to break them.</li> <li>• Artists consider multiple approaches to visual problems.</li> <li>• Artists create works of art employing both conscious and intuitive thought.</li> </ul>	<p>discussing the merit of a work of art?</p> <p>How and why is art used as a vehicle for communication?</p> <p><b><u>Learning Targets:</u></b></p> <p>Explain how an imitationalist judges drawings</p> <p>Describe the literal qualities in drawings</p> <p>Understand and demonstrate the use of proportion, negative space, shadows, and perspective in imitational drawings</p> <p>Identify the basic structural proportions of the head and facial features</p>	<p>with summary of the processes used to complete selected work.</p> <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Artist study</li> <li>• Vocabulary quiz</li> </ul> <p>Design Charts for self, peer and artist assessment</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
art  <b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art			
<b>Unit Four: Formal Drawings</b> <b>Timeline: 8 lessons</b>			
<b>1.1E</b> Select and use different media, techniques and processes that are used to create works of art  <b>1.2E</b> Use selected two-dimensional and three-dimensional media to communicate ideas  <b>1.3E</b> Use media and tools in a safe and responsible manner  <b>1.4E</b> Demonstrate how a single medium or technique can be used to create multiple effects in works of art  <b>1.5E</b> Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art  <b>1.6 E</b> Identify different media, techniques and processes that are used to create works of art  <b>2.1E</b> Identify the elements of art  <b>2.2E</b> Select and use the elements of art in works of art  <b>2.3E</b> Identify the principles of design  <b>2.4E</b> Analyze the elements of art  <b>2.5E</b> Evaluate works of art in terms of structure and function	<ul style="list-style-type: none"> <li>Artists make thoughtful choices in creating works of art.</li> <li>Artists use a variety of techniques and processes to manipulate media to achieve desired effects.</li> <li>Artists consider multiple approaches to visual problems.</li> <li>Artists create works of art employing both conscious and intuitive thought</li> <li>Every work of art has a point of view.</li> <li>Form and function may or may not be related one to the other.</li> <li>Art is a form of expression that employs a system of visual symbols.</li> <li>Reflection, assessment and refinement are key steps in</li> </ul>	<b>Essential Questions:</b>  Why do artists select one medium over another?  To what extent can media be manipulated using a variety of techniques and processes?  To what extent is a work of art dependent upon the point of view of the artist?  To what extent is a work of art dependent upon the point of view of the viewer?  How and why is art used as a vehicle for communication?  To what extent does good design integrate form with function?  What makes some works of art great?  When does a work of art have merit?  To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?  <b>Learning Targets</b>  Identify and describe design qualities in	<b>Suggested Formative Assessments:</b> <ul style="list-style-type: none"> <li>Vocabulary Splash</li> <li>Experiments with texture</li> <li>Teacher observation</li> <li>Sketchbook</li> <li>Journal</li> </ul> <b>Suggested Summative Assessments:</b> <ul style="list-style-type: none"> <li>Portfolio selections with summary of the processes used to complete selected work.</li> <li>Rubrics</li> <li>Artist study</li> <li>Vocabulary quiz</li> <li>Design Charts for self, peer and artist assessment</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created <b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>	<p>the process of creating art.</p>	<p>drawings</p> <p>Use the art elements of shape and texture effectively.</p>	

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit Five: Emotional Drawings</b> <b>Timeline: 8 lessons</b>			
<p><b>2.1E</b> Identify the elements of art</p> <p><b>2.2E</b> Select and use the elements of art in works of art</p> <p><b>2.3E</b> Identify the principles of design</p> <p><b>2.4E</b> Analyze the elements of art</p> <p><b>2.5E</b> Evaluate works of art in terms of structure and function</p> <p><b>2.6E</b> Analyze the principles of design</p> <p><b>2.7E</b> Select and use the principles of design in works of art</p> <p><b>2.8E</b> Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art</p> <p><b>2.9E</b> Plan, design and execute multiple solutions to challenging visual arts problems</p> <p><b>2.10E</b> Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects</p> <p><b>3.1E</b> Identify subject matter, symbols and ideas in works of art</p> <p><b>3.2E</b> Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an</p>	<ul style="list-style-type: none"> <li>• Every work of art has a point of view.</li> <li>• Form and function may or may not be related one to the other.</li> <li>• Art may be created solely to fulfill a need to create.</li> <li>• Art draws upon all aspects of human experience.</li> <li>• The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</li> <li>• Reflection, assessment and refinement are key steps in the process of creating art.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p>To what extent is a work of art dependent upon the point of view of the viewer?</p> <p>What is art?</p> <p>How does the use of specific symbols influence the meaning of a work of art?</p> <p>What makes art more or less authentic?</p> <p>How and why is art used as a vehicle for communication?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p><b><u>Learning Targets:</u></b></p> <p>Interpret the feelings, moods, and ideas express by artists in drawings</p> <p>Communicate ideas and emotions in abstract and realistic drawings</p> <p>Express humor in drawings</p> <p>Create illustrations that express ideas and emotions</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary Splash</li> <li>• Experiments with texture</li> <li>• Teacher observation</li> <li>• Sketchbook</li> <li>• Journal</li> <li>• Students judge drawings based on their expressive qualities and give reasons for judgment</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Portfolio selections with summary of the processes used to complete selected work.</li> <li>• Rubrics</li> <li>• Artist study</li> <li>• Vocabulary quiz</li> <li>• Design Charts for self, peer and artist assessment</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>intended meaning in works of art</p> <p><b>3.3E</b> Evaluate the sources for content to validate the manner in which subject matter, symbols and ideas are used in works of art</p> <p><b>3.4E</b> Select and use subject matter, symbols and ideas to communicate meaning in works of art</p> <p><b>3.6E</b> Analyze how the use of subject matter, symbols and ideas are used in works of art</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p> <p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p>		Produce mixed media artworks that express ideas and emotions	
<b>Unit Six: Special Topics in Drawings</b> <b>Timeline: 8 lessons</b>			
<b>4.1E</b> Identify historical and cultural	<ul style="list-style-type: none"> <li>Art has been created by all</li> </ul>	<b>Essential Questions:</b>	<b>Suggested Formative</b>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>characteristics of works of art</p> <p><b>4.2E</b> Describe how the arts and artists influence each other across history and cultures</p> <p><b>4.3E</b> Compare the purpose of works of art and design in history and cultures</p> <p><b>4.4E</b> Speculate on how history and culture give meaning to a work of art</p> <p><b>4.5E</b> Describe and differentiate the roles of artists in society across history and cultures</p> <p><b>4.6E</b> Describe how history and cultures influence the visual arts</p> <p><b>4.7E</b> Describe how the visual arts influence history and cultures</p> <p><b>5.1E</b> Discuss how individual experiences influence personal works of art</p> <p><b>5.2E</b> Identify ways the visual arts are used as communication</p> <p><b>5.3E</b> Describe personal responses to selected works of art</p> <p><b>5.4E</b> Analyze works of art to speculate why they were created</p> <p><b>5.5E</b> Evaluate the artist's intent and effectiveness in communicating ideas and emotions in works of art</p>	<p>peoples, in all times and in all places.</p> <ul style="list-style-type: none"> <li>• Art preserves and depicts history in ways words cannot.</li> <li>• Art celebrates the unique characteristics of all cultures.</li> <li>• Subject matter, symbols and ideas are all rooted in culture.</li> <li>• Natural resources have influenced the creation of indigenous art forms.</li> <li>• Timeless works of art are deemed important for a number and variety of reasons.</li> <li>• Reflection, assessment and refinement are key steps in the process of creating art.</li> <li>• The means to create art always changes.</li> </ul>	<p>To what extent does history reflect upon and have an influence on art?</p> <p>To what extent does art reflect upon and have an influence on history?</p> <p>What makes some works of art great?</p> <p>When does a work of art have merit?</p> <p>To what extent is it adequate or appropriate to say “I like it” or “I don’t like it” when discussing the merit of a work of art?</p> <p>How is learning deepened through a study of visual art?</p> <p>In what ways do the learning processes occurring in visual art differ from the learning processes in other disciplines?</p> <p>Why study art history?</p> <p><b><u>Learning Targets:</u></b></p> <p>Identify the steps of art history</p> <p>Describe characteristics of several styles and periods of art</p>	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary Splash</li> <li>• Experiments with texture</li> <li>• Teacher observation</li> <li>• Sketchbook</li> <li>• Journal</li> </ul> <p><b><u>Suggested Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Portfolio selections with summary of the processes used to complete selected work.</li> <li>• Rubrics</li> <li>• Artist study</li> <li>• Vocabulary quiz</li> <li>• Design Charts for self, peer and artist assessment</li> </ul>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>5.6E</b> Apply visual arts vocabulary when reflecting upon and assessing works of art</p> <p><b>5.7E</b> Describe how a work of art can convey a voice of one or a voice of many</p> <p><b>6.1E</b> Compare and contrast relationships and characteristics between the visual arts and other disciplines</p> <p><b>6.2E</b> Compare the use of technology, media and processes of the visual arts with other disciplines</p> <p><b>6.3E</b> Describe and/or demonstrate how skills transfer between the visual arts and other disciplines</p> <p><b>6.4E</b> Describe how learning in the visual arts helps develop essential skills for life and the workplace</p>			

# **Curriculum Framework for Performing Arts**

**School:** Early College at DSU    **Curricular Tool:** *The Enjoyment of Music*    **Course:** Introduction to Music (dual enrollment)

## **MUSC-101. INTRODUCTION TO MUSIC**

A course designed to acquaint non-music majors with the broad field of music. Emphasis is placed upon the examination of common musical elements, musical style periods, and representative composers and musicians.

Standards Alignment	Unit Concepts	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Course Outline/Melody Timeline : 1 week</b>			
<b>1.1E-</b> Imitate melodic patterns <b>1.7E</b> -Sing call and response <b>5.1E</b> - Identify and define standard notation symbols <b>5.21E-</b> Identify and define standard notation symbols <b>5.3E</b> - Identify and define standard notation symbols <b>5.4E-</b> Read a single line of an instrumental or vocal part <b>5.8E</b> – Read an instrumental or vocal score <b>6.7E</b> - Identify the elements of music within a musical composition <b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work	<p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.</p> <p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p>	<p><b><u>Essential Questions:</u></b>            How conscious and deliberate is the process of creating good music?</p> <p>When does singing go from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in a vocal ensemble impact the performance of the ensemble?</p> <p>When is music deliberate and when is it spontaneous?</p> <p><b><u>Learning Targets:</u></b>            Students will gain an understanding of basic music terminology.</p> <p>Students will be able to use the singing voice and various classroom instruments to facilitate their understanding of melody.</p>	<p><b><u>Informal:</u></b>            Teacher observations            Presentations            Homework            Vocabulary</p> <p><b><u>Formal Assessment:</u></b>            Unit exams            Mid-term exams            Final exams</p>

<b>Unit Two: Rhythm, Harmony and Meter</b> <b>Timeline: 1 week</b>			
1.1- Imitate melodic patterns 1.3 -Sing on pitch in rhythm while applying a steady beat 2.1E - Imitate rhythmic and melodic patterns on pitched and unpitched instruments 2.2E - Perform on pitched and unpitched instruments in rhythm while applying a steady beat 2.3E - Perform rhythm accompaniments by ear 3.1E - Perform rhythm accompaniments by ear 3.5E - Improvise rhythmic variations on given melodies 5.2E – Read rhythmic notation 5.5E - Notate symbols and terms for meter and rhythm 6.7E - Identify the elements of music within a musical composition 6.9 D/P - Identify and explain compositional devices and techniques used in a musical work	<p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>To become a skilled performer requires persistent.</p> <p>Different instruments require different physical skill sets.</p> <p>Written music is open to individual interpretation.</p> <p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p> <p>Improvising as an individual allows complete creative freedom of expression.</p>	<p><b><u>Essential Questions:</u></b></p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>To what extent does participation in an instrumental ensemble impact the performance of the ensemble?</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skill and how much is “magic”?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to engage in both parts of an ensemble; listener and performer.</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations  Presentations  Homework  Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams  Mid-term exams  Final exams</p>

		<p>Students will gain an understanding of how their participation impacts the total performance.</p> <p>Students will be able to demonstrate how improvising within an ensemble allows freedom with guidelines.</p>	
<b>Unit Three: Musical Form, Expression and Instrument Families</b> <b>Timeline: 1 week</b>			
<p><b>5.8E</b> - Read an instrumental or vocal score</p> <p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.2 E</b> - Identify and classify instruments according to family</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p> <p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p>	<p>To become a skilled performer requires persistence.</p> <p>Different instruments require different physical skill sets.</p> <p>Written music is open to individual interpretation.</p> <p>Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Compositions are written with a purpose that may be self-selected or imposed.</p> <p>Compositions are a communication of emotions.</p> <p>Arrangements are based on preexisting compositions.</p> <p>Arranging allows for freedom in</p>	<p><b>Essential Questions:</b></p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skill and how much is "magic"?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece my own?</p>	<p><b>Informal:</b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p><b>Formal Assessment:</b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

	<p>format of presentation.</p> <p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p> <p>Written music is open to individual interpretation</p>	<p>When does mere repetition or imitation become creative and artful performance?</p> <p>How essential is written music to the process of composition?</p> <p>Should music be rearranged that has already been created?</p> <p>Why learn to read and notate music? Why not?</p> <p>When is the best time to learn notation? According to whom?</p> <p>How essential is written music to the process of composition</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will gain understanding of how persistence is required in order to become a skilled performer.</p> <p>Students will be able to use different skill sets in order to play different instruments.</p> <p>Students will be able to demonstrate how personal style impacts music.</p> <p>Students will be able to use tone, texture, design, timbre, rhythm and theme to create musical compositions.</p> <p>Students will be able to discuss the emotions communicated through compositions.</p>	
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		Students will be able to describe how music is a language that has symbols and rules.	
<b>Unit Four: Musical Ensembles and Music in Society</b> <b>Timeline: 1 week</b>			
<p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P</b> -Make connections with other disciplines</p> <p>as they relate to music</p> <p><b>8.3 D/P</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P</b> -Compare and contrast terms common between the</p> <p>arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across</p> <p>cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various</p> <p>historical periods, cultures, genres and styles</p>	<p>In order to engage in an ensemble one must be both a performer and a listener with the ability to react.</p> <p>Improvising as part of an ensemble allows freedom within guidelines.</p> <p>A voice is a tool which when used according to the rules and apart from the rules can move others' emotions and/or communicate meaning.</p> <p>To become a skilled performer requires persistence.</p> <p>Written music is open to individual interpretation.</p> <p>The combinations of tone, texture, design, timbre, rhythm and theme are limited only by one's imagination.</p> <p>Compositions are written with a purpose that may be self-selected or imposed.</p> <p>Compositions are a communication of emotions.</p> <p>Arrangements are based on preexisting compositions.</p>	<p><b>Essential Questions:</b></p> <p>When does playing an instrument move from mere repetition or imitation to creative and artful performance?</p> <p>How conscious and deliberate is the process of creating good music?</p> <p>How much in music is inspiration and how much is perspiration?</p> <p>How much in music is technical skill and how much is "magic"?</p> <p>How much do you have to know about song structure and chord progressions to improvise well?</p> <p>When is music deliberate and when is it most spontaneous?</p> <p>To what extent is improvisation a form of communication?</p> <p>How rational is the creative process?</p> <p>How can I make a tune or piece my own?</p> <p>When does mere repetition or imitation become creative and artful performance?</p>	<p><b>Informal:</b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p><b>Formal Assessment:</b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

<p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>Arranging allows for freedom in format of presentation.</p>	<p>How essential is written music to the process of composition?</p> <p>Should music be rearranged that has already been created?</p> <p>Why learn to read and notate music? Why not?</p> <p>When is the best time to learn notation? According to whom?</p> <p>How essential is written music to the process of composition</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will gain understanding of how persistence is required in order to become a skilled performer.</p> <p>Students will be able to use different skill sets in order to play different instruments.</p> <p>Students will be able to demonstrate how personal style impacts music.</p> <p>Students will be able to use tone, texture, design, timbre, rhythm and theme to create musical compositions.</p>	
<p><b>Unit Five and Six: Ragtime, Blues and Jazz</b> <b>Timeline: 2 weeks</b></p>			
<p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p>

<p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic</p> <p>binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the</p>	<p>communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to</p>	<p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive</p>	<p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>
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<p>production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art forms.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in</p>	<p>ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the</p>	
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	<p>music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society. Students will be able to discuss how Blues, Ragtime and Jazz became a part of America's musical foundation.</p>	
<b>Unit Seven: Sacred and Secular Music in the Middle Ages and the Renaissance</b> <b>Timeline: 1 week</b>			
<p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p> <p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations Presentations Homework Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p>

<p>variation, basic</p> <p>binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to</p>	<p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p>	<p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in</p>	<p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>
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<p>music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art forms.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p>	<p>technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p>	
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	<p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to describe the difference between secular and sacred music?</p> <p>Students will be able to discuss religion had on music during the Middle Ages.</p> <p>Students will be able to describe music's impact on the culture of the Middle Ages and the Renaissance.</p>	
<b>Unit Eight: The Baroque Period</b> <b>Timeline: 1 week</b>			
<p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to</p>	<p><b>Essential Questions:</b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p>	<p><b>Informal:</b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p>

<p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic</p> <p>binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the</p>	<p>communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to</p>	<p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive</p>	<p>Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>
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<p>production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art forms.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p>	<p>ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the</p>	
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	<p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to describe the Baroque spirit and the music associated with this time period.</p> <p>Students will be able to describe Opera and its components.</p> <p>Students will gain a greater understanding of the instruments used during the Baroque period.</p>	
<b>Unit Nine: The Baroque Period and Classicism</b> <b>Timeline: 1 week</b>			
<b>6.1E</b> - Express changes and contrasts in music through movement  <b>6.4 E</b> - Identify and describe basic music	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p>	<p><b><u>Essential Questions:</u></b> When is sound considered music?</p>	<p><b><u>Informal:</u></b> Teacher observations</p>

<p>forms</p> <p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic</p> <p>binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p>	<p>Vocabulary enables one to communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation</p>	<p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p>	<p>Presentations Homework Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams Mid-term exams Final exams</p>
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<p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or</p>	<p>is a highly developed kind of shorthand that uses symbols to represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art forms.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p>	<p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p>	
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<p>geographically significant</p>	<p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society. Students will be able to describe the Baroque spirit and the music associated with this time period.</p> <p>Students will be able to describe Opera and its components.</p> <p>Students will gain a greater understanding of the instruments used during the Baroque period.</p> <p>Students will be able to compare and contrast music from the Baroque period and the Classical era.</p>	
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<b>Unit Ten: The Classical Era</b> <b>Timeline: 1 week</b>			
<p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p> <p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

<p>and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres</p>	<p>performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art forms.</p> <p>Music is one form of artistic</p>	<p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p>	
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<p>and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to compare and contrast the composers from the Classical era.</p> <p>Students will be able to identify prominent composers from the Classical period.</p>	
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<b>Unit Eleven: The Romantic Era</b> <b>Timeline: 1 week</b>			
<b>6.1E</b> - Express changes and contrasts in music through movement  <b>6.4 E</b> - Identify and describe basic music forms  <b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles  <b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music  <b>6.8 D/P</b> - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms  <b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work  <b>7.1E</b> -Express personal preferences for specific musical styles  <b>7.2E</b> -Identify ways for evaluating compositions and performances  <b>7.3E</b> -Explain personal music preferences using appropriate terminology  <b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions  <b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances  <b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances	Listening is an active endeavor.  Music has its own vocabulary.  Vocabulary enables one to communicate.  Knowledge of music provides more opportunities to connect with the meaning.  Audience participation and reaction are an integral part of the performance.  An audience is the central participant in a musical performance.  The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.  The process of evaluation is both subjective and objective.  There will be positive and negative aspects to all music based on personal preferences and levels of understanding.  The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be	<b><u>Essential Questions:</u></b> When is sound considered music?  How does the concept of quality relate to musical performance?  Is the historical context important to listening and/or analyzing music?  Should you hear a performance to understand or appreciate it?  Is it necessary to be able to hear to appreciate music?  What influences the development of a personal aesthetic?  How influential is the taste of the time, and why?  To what extent is dissonant music a product of our undeveloped taste?  On what basis can music be compared and contrasted?  Why learn the historical context prior to evaluating music?  What are the advantages and disadvantages of live performance?  How important has music been in history?  To what extent do musicians break down social norms?	<b><u>Informal:</u></b>  Teacher observations Presentations Homework Vocabulary  <b><u>Formal Assessment:</u></b> Unit exams Mid-term exams Final exams

<p>and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres</p>	<p>performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art forms.</p> <p>Music is one form of artistic</p>	<p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p>	
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<p>and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to describe the music popular during the Romantic era.</p> <p>Students will be able to discuss the changes in history that helped shaped the music of this time period.</p> <p>Students will gain a greater understanding of how art, poetry,</p>	
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		politics and philosophical viewpoints impacted the Romantic period.	
<b>Unit Twelve: 19<sup>th</sup> Century America</b> <b>Timeline: 1 week</b>			
<p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p> <p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and disadvantages of live performance?</p> <p>How important has music been in history?</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

<p>and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing</p>	<p>rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.</p> <p>Music complements other art</p>	<p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the</p>	
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<p>characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>forms.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will be able to describe how social change within the United States affected music.</p> <p>Students will gain an understanding of how geographical regions helped shape the music of 19<sup>th</sup> century America.</p>	
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		Students will be able to describe how immigrants coming to the United States brought music from their homelands creating a fusion of various musical styles.	
<b>Unit Thirteen: The Many Voices of Rock</b> <b>Timeline: 1 week</b>			
<p><b>6.1E</b> - Express changes and contrasts in music through movement</p> <p><b>6.4 E</b> - Identify and describe basic music forms</p> <p><b>6.5 E</b> - Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.8 D/P</b> - Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - Identify and explain compositional devices and techniques used in a musical work</p> <p><b>7.1E</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b> -Discuss and evaluate the relationship between music and human emotions</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Vocabulary enables one to communicate.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>What influences the development of a personal aesthetic?</p> <p>How influential is the taste of the time, and why?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>On what basis can music be compared and contrasted?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>What are the advantages and</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

<p><b>7.5 D/P</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>8.1E</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2D/P</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P</b>-Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.5 D/P</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>9.1 E</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P</b> -Identify sources of American music</p>	<p>The more one knows about music the more opportunities one has to connect with the meaning. Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.</p> <p>Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody</p>	<p>disadvantages of live performance?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>To what extent is participation in music education an important part of one's comprehensive education?</p> <p>To what extent does learning in the arts contribute to a student's cognitive ability?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent do musicians influence society?</p> <p>To what extent does society influence musicians?</p> <p>Under what conditions should music be preserved to accurately insure the composer's intentions?</p> <p>To what extent does music play a role in culture?</p> <p>To what extent does music influence social change?</p> <p>On what basis can music be compared and contrasted?</p>	
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<p>genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>and harmony all at once and with the exact control of time. Music complements other art forms.</p> <p>Music is one form of artistic expression.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to actively listen and communicate regarding the music.</p> <p>Students will be able to use the knowledge gained to communicate the meaning of the music.</p> <p>Students will be able to describe what makes the audience an integral part of any performance.</p> <p>Students will understand that musical taste is subjective and based on personal preferences.</p> <p>Students will be able to understand the music's connection to math.</p> <p>Students will be able to describe how music is a world language.</p> <p>Students will demonstrate music's connection to art and artistic expression.</p> <p>Students will be able to describe the cultural impact music has on a society.</p> <p>Students will describe how rock music became an important part of American culture.</p>	
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		<p>Students will be able to describe the various types of music that combine to create rock music.</p> <p>Students will be able to describe what the British Invasion was and its contribution to American history.</p>	
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# **Curriculum Framework for Performing Arts**

**School:** Early College High School at DSU

**Course:** African-American Music (dual enrollment)

**Curricular Tool:** African American Music: An Introduction

## **MUSC-100. AFRICAN-AMERICAN MUSIC**

The purpose of this course is to develop students' knowledge and understanding of African and African-American music. Emphasis will be placed on the African Diaspora, the origins of African-American music, and composers and musicians who represent various African-American musical styles.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Introduction</b> <b>Timeline : week 1</b>			
<b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b>  <b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles	People communicate about their culture through music.  Changes in history cause changes in music.  Music as a form of expression becomes part of the history and culture.  Cultures utilize their natural resources to produce music.  A culture's music reflects its values	<b><u>Essential Questions:</u></b>  What influences people to create music?  To what extent do musicians influence society?  To what extent does society influence musicians?  How can music be used to reflect the similarities and differences among cultures?  <b><u>Learning Targets:</u></b>  Students will be able to understand the importance of a culture's influence on music.	<b><u>Informal:</u></b> Teacher observations Presentations Homework Vocabulary Group work Listening experiences DVD presentation Cultural arts performance attendance  <b><u>Formal Assessment:</u></b> Unit exams Mid-term exams Final exams

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		Students will be able to describe how music has become a part of history and culture.	
<b>Unit Two: Examination of Musical Elements</b> <b>Timeline: 1 week</b>			
<b>Standard 5: Reading and notating music.</b>  <b>5.2E</b> -Read rhythmic notation <b>5.3E</b> -Read melodic notation	<p>Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.</p> <p>Written music is open to individual interpretation.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How essential is written music to the process of composition?</p> <p>Do all musicians need to read music?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to describe the purpose of written music.</p> <p>Students will be able to discuss how individual interpretation affects music.</p> <p>Students will be able to describe the elements of music.</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations          Presentations          Homework          Vocabulary          Group work          Listening experiences          DVD presentation          Cultural arts performance attendance</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams          Mid-term exams          Final exams</p>
<b>Unit Three: Contemporary African American Musical Styles - Rhythm and Blues, Soul, and Funk</b> <b>Timeline: 2 weeks</b>			
<b>Standard 6: Listen to, describing and analyzing music and musical performances.</b> <b>6.1 E</b> -Express changes and contrasts in music through movement	<p>Listening is an active endeavor.</p> <p>Music has its own</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations          Presentations          Homework</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>6.2 E</b> -Identify and classify instruments according to family</p> <p><b>6.3E</b>-Identify and classify voices by range and quality</p> <p><b>6.4 E</b> - -Identify and describe basic music forms</p> <p><b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - -Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.7 E</b> - -Identify the elements of music within a musical composition</p> <p><b>6.8 D/P</b> - -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - -Identify and explain compositional devices and techniques used in a musical work</p> <p><b>Standard 7: Evaluating music and musical performances.</b></p> <p><b>7.1E</b>- -Express personal preferences for specific musical styles</p> <p><b>7.2E</b>- -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b>- -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b>- -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b>- -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b>- -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P</b>- -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P</b>- -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement of music</p>	<p>vocabulary.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial</p>	<p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have</p>	<p>Vocabulary</p> <p>Group work</p> <p>Listening experiences</p> <p>DVD presentation</p> <p>Cultural arts performance attendance(5)</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>Standard 8: Making connections between music, the other arts and other curricular areas.</b></p> <p><b>8.1E--</b>Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P- -</b>Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P- -</b>Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P- -</b>Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P- -</b>Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E- -</b>Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P- -</b>Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P- -</b>Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P- -</b>Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P- -</b>Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P- -</b>Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>changes in technology influenced music?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the importance of listening.</p> <p>Students will be able to describe how ones knowledge of music can help provide a connection to the music's meaning.</p> <p>Students will be able to discuss how audience participation is an integral part of any performance.</p> <p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to describe the historical background for Rhythm and Blues, Soul and Funk.</p>	
<b>Unit Four: Contemporary African American Music Styles - Hip Hop, Rap, Neo-Soul, and Reggae</b> <b>Timeline: 2 weeks</b>			
<b>Standard 6: Listen to, describing and analyzing music and musical performances.</b> <b>6.1 E</b> -Express changes and contrasts in music through movement <b>6.2 E</b> -Identify and classify instruments according to family <b>6.3 E</b> -Identify and classify voices by range and quality <b>6.4 E</b> -Identify and describe basic music forms <b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles <b>6.6 E</b> -Express through verbal and non-verbal means various styles/genres of music <b>6.7 E - E</b> -Identify the elements of music within a usical composition <b>6.8 D/P - D/P</b> -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms <b>6.9 D/P - D/P</b> -Identify and explain compositional devices and techniques used in a musical work  <b>Standard 7: Evaluating music and musical performances.</b> <b>7.1E</b> -Express personal preferences for specific musical styles <b>7.2E</b> -Identify ways for evaluating compositions and performances <b>7.3E</b> -Explain personal music preferences using appropriate terminology	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>To what extent is dissonant music a product of our</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations  Presentations  Homework  Vocabulary  Group work  Listening experiences  DVD presentation  Cultural arts performance attendance</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams  Mid-term exams  Final exams</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>7.4 D/P-</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P-</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P-</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P-</b> -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P-</b> -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b>Standard 8: Making connections between music, the other arts and other curricular areas.</b></p> <p><b>8.1E-</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P-</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P-</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P-</b> -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P-</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P-</b> -Listen to music from various periods and diverse cultures by genre or style</p>	<p>understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p>	<p>undeveloped taste?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the importance of listening.</p> <p>Students will be able to describe how ones knowledge of music can help provide a connection to the music's meaning.</p> <p>Students will be able to</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>9.3 D/P-</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>discuss how audience participation is an integral part of any performance.</p> <p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p> <p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to describe the history of Rap, Hip Hop, Neo Soul, and Reggae.</p> <p>Students will be able to compare and contrast performers of contemporary African American music.</p>	
<b>Unit Five: The Origins of African American Music</b> <b>Timeline: 1 week</b>			
<p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p>	<p>Music has its own vocabulary.</p> <p>Knowledge of music</p>	<p><b><u>Essential Questions:</u></b></p> <p>Where does African American music come</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations Presentations Homework</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>9.2 D/P-</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P-</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>provides more opportunities to connect with the meaning.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to</p>	<p>from?</p> <p>What musical genres fall under the umbrella of African American music?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to describe how history impacts the music of today.</p> <p>Students will be able to describe how music can have a positive or negative based on personal preferences and culture.</p> <p>Students will be able to describe how important music is in our society.</p> <p>Students will be able to discuss how historical change affects musical style.</p>	<p>Vocabulary</p> <p>Group work</p> <p>Listening experiences</p> <p>DVD presentation</p> <p>Cultural arts performance attendance</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
	produce music.  A culture's music reflects its values.		
<b>Unit Six: Secular Folk Music</b> <b>Timeline: 1 week</b>			
<b>Standard 6: Listen to, describing and analyzing music and musical performances.</b> <b>6.1 E</b> -Express changes and contrasts in music through movement <b>6.2 E</b> -Identify and classify instruments according to family <b>6.3 E</b> -Identify and classify voices by range and quality <b>6.4 E</b> - -Identify and describe basic music forms <b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles <b>6.6 E</b> - -Express through verbal and non-verbal means various styles/genres of music <b>6.7 E</b> - -Identify the elements of music within a musical composition <b>6.8 D/P</b> - -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms <b>6.9 D/P</b> - -Identify and explain compositional devices and techniques used in a musical work  <b>Standard 7: Evaluating music and musical performances.</b> <b>7.1E</b> - -Express personal preferences for specific musical styles <b>7.2E</b> - -Identify ways for evaluating compositions and performances <b>7.3E</b> - -Explain personal music preferences using appropriate terminology <b>7.4 D/P</b> - -Discuss and evaluate the relationship between music and human emotions <b>7.5 D/P</b> - -Develop and apply criteria for evaluating	Listening is an active endeavor.  Music has its own vocabulary.  Knowledge of music provides more opportunities to connect with the meaning.  Audience participation and reaction are an integral part of the performance.  An audience is the central participant in a musical performance.  The process of evaluation is both subjective and objective.  There will be positive and negative aspects to all music based on personal preferences and levels of understanding.  Music is a study and reflection of society.	<u><b>Essential Questions:</b></u> When is sound considered music?  How does the concept of quality relate to musical performance?  Is the historical context important to listening and/or analyzing music?  Should you hear a performance to understand or appreciate it? Is it necessary to be able to hear to appreciate music?  How does the concept of quality relate to musical performance?  Why learn the historical context prior to evaluating music?  To what extent is dissonant music a product of our undeveloped taste?  How important has music been in history?	<u><b>Informal:</b></u> Teacher observations Presentations Homework Vocabulary Group work Listening experiences DVD presentation Cultural arts performance attendance  <u><b>Formal Assessment:</b></u> Unit exams Mid-term exams Final exams

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>compositions and performances</p> <p><b>7.6 D/P-</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P-</b> -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P-</b> -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b>Standard 8: Making connections between music, the other arts and other curricular areas.</b></p> <p><b>8.1E-</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P-</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P-</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P-</b> -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P-</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P-</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P-</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well</p>	<p>Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the importance of listening.</p> <p>Students will be able to describe how ones knowledge of music can help provide a connection to the music's meaning.</p> <p>Students will be able to discuss how audience participation is an integral part of any performance.</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>known musicians associated with them</p> <p><b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>		<p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p> <p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to discuss the importance of secular folk music and its relationship to slavery.</p> <p>Students will be able to identify how secular folk music played a part in daily life such as, chants, field hollers, call and response, etc.</p>	
<b>Unit Seven: Religious Music</b> <b>Timeline: 1 week</b>			
<p><b>Standard 6: Listen to, describing and analyzing music and musical performances.</b></p> <p><b>6.1 E</b> -Express changes and contrasts in music through movement</p> <p><b>6.2 E</b>-Identify and classify instruments according to family</p> <p><b>6.3 E</b> -Identify and classify voices by range and quality</p> <p><b>6.4 E</b> - -Identify and describe basic music forms</p> <p><b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - -Express through verbal and non-verbal</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p> <p>Knowledge of music provides more opportunities to connect with the meaning.</p>	<p><b>Essential Questions:</b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Is the historical context important to listening</p>	<p><b>Informal:</b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p>Group work</p> <p>Listening experiences</p> <p>DVD presentation</p> <p>Cultural arts performance attendance</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>means various styles/genres of music</p> <p><b>6.7 E</b> - -Identify the elements of music within a musical composition</p> <p><b>6.8 D/P</b> - -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - -Identify and explain compositional devices and techniques used in a musical work</p> <p><b>Standard 7: Evaluating music and musical performances.</b></p> <p><b>7.1E</b>- -Express personal preferences for specific musical styles</p> <p><b>7.2E</b>- -Identify ways for evaluating compositions and performances</p> <p><b>7.3E</b>- -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P</b>- -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P</b>- -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P</b>- -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P</b>- -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P</b>- -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b>Standard 8: Making connections between music, the other arts and other curricular areas.</b></p> <p><b>8.1E</b>--Identify, compare and contrast the roles of creators,</p>	<p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind</p>	<p>and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent does music affect the world community?</p>	<p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P-</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P-</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P-</b> -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P-</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P-</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P-</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the importance of listening.</p> <p>Students will be able to describe how ones knowledge of music can help provide a connection to the music's meaning.</p> <p>Students will be able to discuss how audience participation is an integral part of any performance.</p> <p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p> <p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to discuss the importance of secular music and its</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		connections to slavery.  Students will be able to describe the different styles of secular music and their relationship to various religious denominations.	
<b>Unit Eight: Black Minstrelsy: Foundation for African American Entertainment</b> <b>Timeline: 1 week</b>			
<b>Standard 6: Listen to, describing and analyzing music and musical performances.</b> <b>6.1 E</b> -Express changes and contrasts in music through movement <b>6.2 E</b> -Identify and classify instruments according to family <b>6.3 E</b> -Identify and classify voices by range and quality <b>6.4 E</b> - -Identify and describe basic music forms <b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles <b>6.6 E</b> - -Express through verbal and non-verbal means various styles/genres of music <b>6.7 E</b> - -Identify the elements of music within a musical composition <b>6.8 D/P</b> - -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms <b>6.9 D/P</b> - -Identify and explain compositional devices and techniques used in a musical work  <b>Standard 7: Evaluating music and musical performances.</b> <b>7.1E</b> - -Express personal preferences for specific musical styles <b>7.2E</b> - -Identify ways for evaluating compositions and performances <b>7.3E</b> - -Explain personal music preferences using	Listening is an active endeavor.  Music has its own vocabulary.  Knowledge of music provides more opportunities to connect with the meaning.  Audience participation and reaction are an integral part of the performance.  An audience is the central participant in a musical performance.  The process of evaluation is both subjective and objective.  There will be positive and negative aspects to all music based on personal	<b>Essential Questions:</b> Why learn the historical context prior to evaluating music?  To what extent do musicians break down social norms?  Does art influence life or does life influence art?  What impact did Blackface have on African American music?  How did racism impact Black minstrels?  <b>Learning Targets:</b>  Students will be able to understand the importance of listening.  Students will be able to	<b>Informal:</b> Teacher observations Presentations Homework Vocabulary Group work Listening experiences DVD presentation Cultural arts performance attendance  <b>Formal Assessment:</b> Unit exams Mid-term exams Final exams

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>appropriate terminology</p> <p><b>7.4 D/P-</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P-</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P-</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P-</b> -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P-</b> -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b>Standard 8: Making connections between music, the other arts and other curricular areas.</b></p> <p><b>8.1E-</b> -Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P-</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P-</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P-</b> -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P-</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P-</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P-</b> -Describe how elements of music are used in</p>	<p>preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part</p>	<p>describe how ones knowledge of music can help provide a connection to the music's meaning.</p> <p>Students will be able to discuss how audience participation is an integral part of any performance.</p> <p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p> <p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to describe how the use of "Blackface" became popular as a form of entertainment.</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
various historical periods, cultures, genres and styles <b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them <b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods <b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant	of the history and culture.  Cultures utilize their natural resources to produce music.  A culture's music reflects its values.		
<b>Unit Nine: Jazz Styles, New Orleans Style, Swing, Bebop, Cool Jazz, Jazz Fusion</b> <b>Timeline: 2 weeks</b>			
<b>Standard 6: Listen to, describing and analyzing music and musical performances.</b> <b>6.1 E</b> -Express changes and contrasts in music through movement <b>6.2 E</b> -Identify and classify instruments according to family <b>6.3 E</b> -Identify and classify voices by range and quality <b>6.4 E</b> - -Identify and describe basic music forms <b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles <b>6.6 E</b> - -Express through verbal and non-verbal means various styles/genres of music <b>6.7 E</b> - -Identify the elements of music within a musical composition <b>6.8 D/P</b> - -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms <b>6.9 D/P</b> - -Identify and explain compositional devices and techniques used in a musical work  <b>Standard 7: Evaluating music and musical performances.</b> <b>7.1E-</b> -Express personal preferences for specific musical styles <b>7.2E-</b> -Identify ways for evaluating compositions and	Listening is an active endeavor.  Music has its own vocabulary.  Knowledge of music provides more opportunities to connect with the meaning.  Audience participation and reaction are an integral part of the performance.  An audience is the central participant in a musical performance.  The process of evaluation is both subjective and objective.  There will be positive and	<b>Essential Questions:</b> When is sound considered music?  How does the concept of quality relate to musical performance?  Is the historical context important to listening and/or analyzing music?  Should you hear a performance to understand or appreciate it? Is it necessary to be able to hear to appreciate music?  How does the concept of quality relate to musical performance?  Why learn the historical context prior to evaluating music?	<b>Informal:</b> Teacher observations Presentations Homework Vocabulary Group work Listening experiences DVD presentation Cultural arts performance attendance  <b>Formal Assessment:</b> Unit exams Mid-term exams Final exams

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>performances</p> <p><b>7.3E-</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P-</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P-</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P-</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P-</b> -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P-</b> -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b>Standard 8: Making connections between music, the other arts and other curricular areas.</b></p> <p><b>8.1E-</b>-Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P-</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P-</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P-</b> -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P-</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P-</b> -Listen to music from various periods and</p>	<p>negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p>	<p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p> <p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the importance of listening.</p> <p>Students will be able to describe how ones knowledge of music can</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>diverse cultures by genre or style</p> <p><b>9.3 D/P-</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>help provide a connection to the music's meaning.</p> <p>Students will be able to discuss how audience participation is an integral part of any performance.</p> <p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p> <p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to discuss the origins of African American Jazz and its impact on modern music.</p>	
<b>Unit Ten: African Americans in Art/Classical Music</b> <b>Timeline: 1 week</b>			
<p><b>Standard 6: Listen to, describing and analyzing music and musical performances.</b></p> <p><b>6.1 E</b> -Express changes and contrasts in music through movement</p> <p><b>6.2 E</b>-Identify and classify instruments according to family</p>	<p>Listening is an active endeavor.</p> <p>Music has its own vocabulary.</p>	<p><b><u>Essential Questions:</u></b></p> <p>When is sound considered music?</p> <p>How does the concept of quality relate to musical</p>	<p><b><u>Informal:</u></b></p> <p>Teacher observations</p> <p>Presentations</p> <p>Homework</p> <p>Vocabulary</p> <p>Group work</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>6.3 E</b> -Identify and classify voices by range and quality</p> <p><b>6.4 E</b> - -Identify and describe basic music forms</p> <p><b>6.5 E</b> - -Identify and describe common instrumental and vocal ensembles</p> <p><b>6.6 E</b> - -Express through verbal and non-verbal means various styles/genres of music</p> <p><b>6.7 E</b> - -Identify the elements of music within a musical composition</p> <p><b>6.8 D/P</b> - -Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms</p> <p><b>6.9 D/P</b> - -Identify and explain compositional devices and techniques used in a musical work</p> <p><b>Standard 7: Evaluating music and musical performances.</b></p> <p><b>7.1E-</b> -Express personal preferences for specific musical styles</p> <p><b>7.2E-</b> -Identify ways for evaluating compositions and performances</p> <p><b>7.3E-</b> -Explain personal music preferences using appropriate terminology</p> <p><b>7.4 D/P-</b> -Discuss and evaluate the relationship between music and human emotions</p> <p><b>7.5 D/P-</b> -Develop and apply criteria for evaluating compositions and performances</p> <p><b>7.6 D/P-</b> -Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p><b>7.7 D/P-</b> -Critically evaluate one's own musical creations</p> <p><b>7.8 D/P-</b> -Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p><b>Standard 8: Making connections between music, the</b></p>	<p>Knowledge of music provides more opportunities to connect with the meaning.</p> <p>Audience participation and reaction are an integral part of the performance.</p> <p>An audience is the central participant in a musical performance.</p> <p>The process of evaluation is both subjective and objective.</p> <p>There will be positive and negative aspects to all music based on personal preferences and levels of understanding.</p> <p>Music is a study and reflection of society. Music reflects the environment and times of its creation.</p> <p>Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to</p>	<p>performance?</p> <p>Is the historical context important to listening and/or analyzing music?</p> <p>Should you hear a performance to understand or appreciate it?</p> <p>Is it necessary to be able to hear to appreciate music?</p> <p>How does the concept of quality relate to musical performance?</p> <p>Why learn the historical context prior to evaluating music?</p> <p>To what extent is dissonant music a product of our undeveloped taste?</p> <p>How important has music been in history?</p> <p>To what extent do musicians break down social norms?</p> <p>Does art influence life or does life influence art?</p> <p>To what extent have changes in technology influenced music?</p>	<p>Listening experiences</p> <p>DVD presentation</p> <p>Cultural arts performance attendance</p> <p><b><u>Formal Assessment:</u></b></p> <p>Unit exams</p> <p>Mid-term exams</p> <p>Final exams</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p><b>other arts and other curricular areas.</b></p> <p><b>8.1E--</b>Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music</p> <p><b>8.2 D/P-</b> -Make connections with other disciplines as they relate to music</p> <p><b>8.3 D/P-</b> -Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music</p> <p><b>8.4 D/P-</b> -Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)</p> <p><b>8.5 D/P-</b> -Compare and contrast artistic themes across cultures, history and multiple media</p> <p><b>Standard 9: Understanding music in relation to diverse cultures, times and places.</b></p> <p><b>9.1E-</b> -Identify and describe the roles of musicians in various historical periods, cultures, genre and styles</p> <p><b>9.2 D/P-</b> -Listen to music from various periods and diverse cultures by genre or style</p> <p><b>9.3 D/P-</b> -Describe how elements of music are used in various historical periods, cultures, genres and styles</p> <p><b>9.4 D/P-</b> -Identify sources of American music genres; trace the evolution of those genres and well known musicians associated with them</p> <p><b>9.5 D/P-</b> -Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods</p> <p><b>9.6 D/P-</b> -Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant</p>	<p>extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.</p> <p>Music is art. It allows a human being to integrate many techniques and use them to create emotion.</p> <p>People communicate about their culture through music.</p> <p>Changes in history cause changes in music.</p> <p>Music as a form of expression becomes part of the history and culture.</p> <p>Cultures utilize their natural resources to produce music.</p> <p>A culture's music reflects its values.</p>	<p>To what extent does music affect the world community?</p> <p>How can music be used to reflect the similarities and differences among cultures?</p> <p>What role do African Americans play in Classical music?</p> <p><b><u>Learning Targets:</u></b></p> <p>Students will be able to understand the importance of listening.</p> <p>Students will be able to describe how ones knowledge of music can help provide a connection to the music's meaning.</p> <p>Students will be able to discuss how audience participation is an integral part of any performance.</p> <p>Students will be able to describe how personal preferences cause musical critiques to be subjective.</p> <p>Students will be able to describe how culture can impact music.</p>	

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Students will be able to describe how history helps shape the musical field.</p> <p>Students will be able to describe the role African Americans play in the world of Classical music.</p>	

# EARLY COLLEGE HIGH SCHOOL

at

Delaware State University

## Curriculum and Course Selection Handbook



# Early College High School at Delaware State University

## Curriculum and Course Selection Handbook

The **Early College High School at Delaware State University** provides students with a unique opportunity to combine high school and college coursework into a personalized academic program, focused on propelling students into the STEM disciplines and nurturing their capacity to be leaders. Through a carefully sequenced program of study, students will take accelerated high school classes, several dual enrollment classes (credits that count for both high school and college), and a significant number of college classes. At their high school graduations, students' earned high school credits will far exceed the State of Delaware requirements, and all students will have earned some college credit at Delaware State University – some with as many as 67 college credits.

Students from the **Early College High School at Delaware State University** may decide to apply those credits to a four year degree at Delaware State University, or they may choose to apply to another post-secondary institution in Delaware. Through the 1999 articulation agreement between Delaware State University, Delaware Technical and Community College, and the University of Delaware, almost all of the college credits students will earn at the **Early College High School at Delaware State University** can be applied to a degree at Del Tech or UD, pending application and acceptance into those institutions. The curricula for all required high school courses have been developed to meet Common Core State Standards for English and mathematics or the Delaware Prioritized Standards for social studies, and science. The **Early College High School at Delaware State University** believes in high expectations for all students and strives to build bridges to allow students to reach those expectations and propel themselves into college and a successful future.

### Early College High School at Delaware State University High School Graduation Requirements

No public school student shall be granted a State of Delaware Diploma unless such student has successfully completed a minimum of 24 credits in order to graduate including: 4 credits in English/language arts, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in world language, 1 credit in physical education, 1/2 credit in health, 3 credits in a career pathway, and 3 1/2 credits in elective courses. Requirements at the **Early College High School at Delaware State University** will go beyond the state requirements as shown below. Students who successfully complete the minimum of 31.5 credits that includes the above courses are eligible for graduation and will receive a diploma.

English	4.0 credits
Social Studies	3.0 credits
Mathematics	4.0 credits
Science	3.0 credits
World Language	2.0 credits
Physical Education	4.0 credits
Health	.5 credits
STEM Pathway	3.0 credits
College Connections Advisory	4.0 credits
Electives/Visual & Performing Arts	4.0 credits
<b>Total:</b>	<b>31.5 credits</b>

### **Granting Credit**

Granting course credit to a student requires a passing final grade and the satisfactory completion of all major course requirements. In addition, students are required to attend at least 95% of the class meetings. At the beginning of each course, teachers will provide students with a course syllabus which includes a list of all major requirements. Given the increased rigor and high expectations at the **Early College High School at Delaware State University**, parents will be expected to review the syllabus with their student and return a signed copy to the teacher, acknowledging the expectations and rigor set forth by the course and agreeing to support their child in the academic program.

### **Grading Policy**

**Early College High School at Delaware State University** will follow the grading policy of Delaware State University.

Grade	Percentage	Explanation	Quality Points
A	90% - 100%	Excellent	4
B	80% - 99%	Good	3
C	70% - 79%	Fair	2
D	60% - 69%	Poor	1
F	59.4% or below	Failure	0
I		Incomplete	No credit earned

## Education Program

### The Early College High School at Delaware State University

The following charts show the gradual transition that students make from taking classes almost entirely in the high school to taking most of their classes out on the DSU campus. The process is carefully scaffolded and students are not permitted into college classes unless they are both academically and socially ready to take responsibility for their own learning.

Year One/Freshman Year	
In year one, students will be taking most of their high school courses in a dedicated high school space on the DSU campus. They will take four credits of college coursework in the summer prior to year one. In the second semester of year one, a college professor will come into the high school to teach all of the students Survey of Computing.	
Required Summer Bridge Experience	xx -191 University Seminar I*
	INFO 101 – Applying Computers
SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 1/Check and Connect (Integrates Advisory, arts and technology)
Science	SEM 1: Earth Science
	SEM 2: Biology
Mathematics	SEM 1: Algebra 1 or Geometry
	SEM 2: Geometry or Algebra 2
English Language Arts	SEM 1: Self- Discovery and the American Experience
Social Studies	SEM 2: Geography and Civics
Fitness and Wellness	Physical Education
Elective	SEM 2: CSCI-107 Survey of Computing
Credits Earned	High School: 8      Dual Enrollment: 0      College: 4-7

Year Two/Sophomore Year	
In year two, students begin to take several courses outside of the high school. In a Summer Bridge experience they will earn four college credits. Then if the students are ready, they will have the opportunity to take up to three classes out of the high school on the DSU campus during their sophomore year.	
Required Summer Bridge Experience	xx-192 University Seminar II
	PHIL 101 Critical Thinking
SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Global Leadership and Public Policy 1/Check and Connect (Diversity Leadership, 21 <sup>st</sup> Cen. Media)

Science	Chemistry/Physics
Mathematics (two of three)	Algebra 2
	Pre-Calculus/Elementary Statistics
	MTSC 122 Trigonometry
English Language Arts	Culture & Connections in a Global Society
	Contemporary Issues and the Human Condition
Social Studies	Economics
Elective	M MUSC 100 African American Music OR MUSC 101 Introduction to Music OR ART 101 Intro to Art OR ART 103 Introduction to Drawing
Fitness and Wellness	Health
Credits Earned: High School: 6 Dual Enrollment: 2.5 HS/5-8 C College: 4	

Year Three/Junior Year		
Year Three, is also known as the Bridge Year because this is when students take more classes on the DSU campus and therefore must take greater responsibility for their learning. They are bridging from the high school into the college. During the Bridge Year students also begin taking classes in their chosen pathway of Agribusiness, Bioengineering, or Nursing.		
ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)		
College Connections	Design Thinking 2 Advanced/Check and Connect (Integrates Advisory, arts, technology and preparation for Senior Capstone Experience)	
English Language Arts	ENGL 101 English Composition 1	
Social Studies	Enhanced Economics	
	SCCJ 101 Introduction to Sociology	
Mathematics	MTSC 122 Trigonometry	
World Language	SPAN 101 Spanish I or CHIN 101 Chinese I	
REQUIRED COURSEWORK IN CHOSEN STEM CONCENTRATION (Dual enrollment courses are part of the pathway and are required.)		
Agribusiness Path	Forensic Biology Pathway	Community Health Pathway
AGRI 102 Agriculture and Natural Resources Sciences	BIOL 194 Introduction to Biological Professions	CMHE 108 Personal and Community Health
AGRI 206 Intro to Animal Science	BIOL 225 Survey of Forensic Science	CMHE 232 Principles of Health Education

MTSC 121 College Algebra	BIOL 101 General Biology I and Lab I (Required – SEM 1)	BIOL 207 Anatomy and Physiology I	
BIOL 101 General Biology I and Lab I	BIOL 102 General Biology II and Lab II (Required – SEM 2)	MTSC 121 College Algebra	
Credits Earned:	High School: 2	Dual Enrollment: 4 HS/13 C	College: 9

Year Four/Senior Year		
In the fourth year, students are taking all of their academic classes out on the DSU campus. Once a day they do return to the high school space for College Connections; a class that serves as an advisory to guide students through the college experience and as a coordinating class, pulling together the academic themes and capstone project.		
ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)		
College Connections	Design Thinking 3/Check and Connect (Integrates Advisory and the Capstone Seminar)	
English Language Arts	ENGL 102 English Composition 2	
World Languages	SPAN 102 Spanish 2 OR CHIN 102 Chinese 2	
	SPAN 201 Intermediate Spanish OR CHIN 201 Intermediate Chinese	
Elective	Visual or Performing Arts	
REQUIRED COURSEWORK IN CHOSEN STEM CONCENTRATION (Dual enrollment courses are part of the pathway and are required.)		
Agribusiness Path	Forensic Biology Pathway	Community Health Pathway
AGRI 207 Intro to Animal Nutrition	BIOL 210 Genetics	CMHE 234 Public/Community Health Services
BIOL 205 Ecology	BIOL 255 Forensic/Investigative Biol. Lab	CMHE 200 Measurement and Evaluation in Health Promotion
BIOL 102 General Biology II and Lab II (Required – SEM 1)	CHEM 101 General and Analytical Chem. I	HMEC 215 Introduction to Nutrition
CHEM 101 Gen. and Analytical Chem. I	CHEM 102 Gen. and Analytical Chem. II	BIOL 208 Anatomy and Physiology II
CHEM 102 Gen. and Analytical Chem. II	MTSC 261 Calculus for Life Sciences	MTSC 241 Elementary Statistics
ACCT 201 Accounting I	BIOL 215 Cell Biology	PSYC 201 General Psychology
ACCT 203 Acct. for Decision Makers	PSYC 201 General Psychology	SCCJ 101 Introduction to Sociology
MGMT 205 Management Processes	SCCJ Introduction to Criminal Justice	ENGL 200 Speech
AGRI 208 Soil Science		
Credits Earned:	High School: 1	Dual Enrollment: 4 HS/13 C
		College: 9

## **Course Descriptions**

### **The Early College High School at Delaware State University**

#### **English Language Arts**

##### **Self-Discovery and the American Experience**

**1.0 HS Credit**

**Required**

Students will study the chronological development of American literature while linking thematically to American history and student's study of geography and civics in social studies. Students will study various authors and diverse genres, such as short stories, novels, plays, poetry, non-fiction, literary essays, and drama. In addition, students will review and apply good reader strategies to prepare them for the rigors of the English program. This course will also emphasize writing skills, building a foundation in expressive, persuasive, and informational writing. Students will complete a short research project on regions and writing from around the country.

##### **Culture and Connections in a Global Society**

**1.0 HS Credit**

**Required**

Students will thematically study world literature as it connects to world cultures and world geography. Through the year, students will read and study a broad range of literature from the Americas, Africa, Europe, Southwest and South Central Asia, China, and the Pacific. Literature study will include basic discussion about the texts as well as analytical and comparative analysis. Students will also complete two research projects – one informational in nature and one persuasive. Each research project will involve a presentation to the class. The course will also emphasize writing in the three discourses – expressive, persuasive, and expressive writing.

##### **Contemporary Issues and the Human Condition**

**1.0 SH Credit**

**Required**

Unlike the English classes in the 9<sup>th</sup> and 10 grades, Contemporary Issues and the Human Condition is a writing class designed to teach students to write expository, analytical, and persuasive pieces of writing. While students will read a great number of essays and nonfiction, literature will still have a place in the course as students read a variety of poetry, short stories, and novels. Literature and nonfiction will serve as models for writing and a source for analysis and discussion. Reading and writing will center on contemporary issues of race and identity, going to war, crime and punishment, earth and the environment, and urban expressions. This course also involves a significant research project.

##### **ENGL 101 English Composition I**

**1.0/3.0 Dual Enrollment**

**Required**

The course is designed to develop skills and competence in writing prose compositions, reading, and listening. Problems in logical thought, organization of ideas, and comprehension in reading will receive special attention. All students are required to earn a grade of —C| or better or they must repeat the course.

##### **ENGL 101 English Composition II**

**3.0 College Credits**

**Elective**

The course is a continuation of English 101. Emphasis will be placed on longer critical writing and the research paper. All students are required to earn a grade of —C| or better or they must repeat the course.

#### **Mathematics**

##### **Algebra I**

**1.0 HS Credit**

**Required**

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical

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

### **Geometry**

**1.0 HS Credit**

**Required**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Algebra II**

**1.0 HS Credit**

**Required**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Pre-Calculus**

**0.5 HS Credit**

**Required**

Pre-Calculus extends the course of study in algebraic reasoning past Algebra II (or Integrated Math III). The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course will allow students to more accurately model real-life phenomena that are regular topics of discussion in college-level STEM courses. Students pursuing non-STEM careers will benefit from an increased understanding of mathematical modeling and data analysis, both of which are increasingly used in nearly all career fields.

### **Statistics**

**0.5 HS Credit**

**Required**

Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

### **MTSC-122 Trigonometry**

**1.0/3.0 Dual Enrollment**

**Required**

A course designed to prepare students for calculus. Topics include exponential and logarithmic functions, trigonometric functions and graphs, trigonometric identities, trigonometric equations, inverse trigonometric functions, laws of sines and cosines and applications, matrices and determinants, and systems of equations.

## Social Studies

### **Geography and Regional Planning**

**0.5 HS Credit**

**Required**

This geography course creatively challenges students to use the tools of geography to view, analyze, and understand the world around them. In this project-based course, students will be presented with contemporary problems encountered in local communities and asked to solve them. Then they will compare their solutions with the solutions developed by the community leaders. In all areas, geography is a contextualized study. In this course, students will research problems, analyze data, and suggest solutions. This course is taught in a humanities block with English I.

### **Citizenship and Civics**

**0.5 HS Credit**

**Required**

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. This project-based course will provide students with experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course. This course is taught in a humanities block with English I.

### **Enhanced Economics**

**1.0 HS Credit**

**Required**

Enhanced Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. The functions of government in a market economy and market structures will be examined. The behavior of people, societies and institutions and economic thinking is integral to this course.

### **United States History**

**1.0 HS Credit**

**Required**

In this course, students will be expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time. This course will be taught in tandem with American Literature and will involve several integrated projects.

## Science

### **Earth/Physical Science**

**1.0 Credit**

**Required**

This challenging course provides students with important insights into the physical environment of the earth. An overview of the chemical properties and the physical forces of motion that shape the earth's features will be investigated in a logical sequence. Emphasis will be on addressing state standards through an integrated curriculum that relates energy, alchemy – chemistry, and the earth's systems to the fields of geology, meteorology/climatology, astronomy, and oceanography.

**Life Sciences****1.0 Credit****Required**

In this course, students will explore the nature of science and the theory of evolution by natural selection, understand the chemical basis of many life processes, and investigate the storage of genetic information in DNA, its transmission and its expression during protein synthesis. Students will also investigate the application of these topics to biotechnology. Inquiry and technology-based experiences will prepare students with the skill and processes needed for college and/or the work environment. Laboratory work will allow the students to explore fundamental chemical relationships and become more familiar with basic chemical laboratory techniques and procedures.

**Integrated Chemistry-Physics****1.0 Credit****Required**

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction will focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Laboratory work will allow the students to explore fundamental chemical relationships and become more familiar with basic chemical laboratory techniques and procedures.

## World Languages

**SPAN-101 Elem. Spanish Language and Culture I****1.0/3.0 Dual Enrollment****Required**

Beginning level of Spanish will enable the student to acquire functional competency in listening, speaking, reading, and writing appropriate to this level. Students will receive a systematic and regular introduction to Spanish life and culture. Lab instruction is required.

**SPAN-102 Elem. Spanish Language and Culture II****1.0/3.0 Dual Enrollment****Required**

Students will continue to develop their 101 basic functional competencies and will study the customs, mores, and contributions of the culture. Lab instruction required.

**SPAN-201 Intermediate Spanish Language and Culture****1.0/3.0 Dual Enrollment****Elective**

Students will continue to expand on the basic skills acquired in 101 and 102 and acquire more complex skills. They will also continue to study and appreciate the customs, mores, and contributions of the culture. Lab instruction required.

**CHIN-101 Elementary Chinese Language and Culture****1.0/3.0 Dual Enrollment****Required**

Beginning level of Chinese will enable the student to acquire functional competency in listening, speaking, reading, and writing appropriate to this level. Students will receive a systematic and regular introduction to Chinese life and culture. Lab instruction is required.

**CHIN-102 Elementary Chinese Language and Culture****1.0/3.0 Dual Enrollment****Required**

This course in Chinese Language and Culture is designed to develop aural, oral, reading, and comprehension. Laboratory is required to enhance listening and speaking proficiencies. Students learn more concepts and grammatical structures not covered in the normal Chinese 101.

**CHIN-201 Intermediate Chinese Language and Culture 1.0/3.0 Dual Enrollment Elective**

Students will continue to expand on the basic skills acquired in 101 and 102 and acquire more complex skills. They will also continue to study and appreciate the customs, mores, and contributions of the culture. Lab instruction required.

## Physical Education and Health

**Physical Education****1.0 Credit****Required**

Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

**Health****0.5 Credit****Required**

Health provides students with a study of personal health, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors and wellness advocacy skills.

## Visual and Performing Arts

**ART 101 Introduction to Art****1.0/3.0 Dual Enrollment****Elective**

A survey of history from prehistoric times to the present, the course offers an introduction to analysis and evaluation of the visual arts, with emphasis on the relationship of end product to design, technique, and cultural background. The main purpose of the course is to gain appreciation for all art forms. Lectures are presented with the use of slides/PowerPoint and other visual aids.

**ART 103 Introduction to Drawing****1.0/3.0 Dual Enrollment****Elective**

This is a basic drawing and composition course. The exploration of a variety of techniques, tools, and media used in drawing. Studies include problems in composition, line, perspective, volume, and value.

**MUSC 100 African-American Music****1.0/3.0 Dual Enrollment****Elective**

The purpose of this course is to develop students' knowledge and understanding of African and African-American music. Emphasis will be placed on the African Diaspora, the origins of African-American music, and composers and musicians who represent various African-American musical styles.

**MUSC 101 Introduction to Music****1.0/3.0 Dual Enrollment****Elective**

A course designed to acquaint non-music majors with the broad field of music. Emphasis is placed upon the examination of common musical elements, musical style periods, and representative composers and musicians.

## STEM: Agribusiness Pathway

Students selecting this pathway are required to complete the first four classes. Additional courses will be added based on the interest and capacity of each student.

### **AGRI 102 Agriculture and Natural Resources Science      1.0 College Credit      Required**

The role of Agriculture and Natural Resources in human history, present and future. Discussion of current opportunities.

### **AGRI 206 Introduction to Animal Science      1.0/3.0 Dual Enrollment      Required**

A study of the various species of livestock and their commercial production. Breed characteristics will be studied as they relate to selection, feeding, care, disease control, and marketing for maximum economic performance. The role of animal agriculture in U.S. society today will be stressed. Two (2) lectures

### **AGRI 207 Introduction to Animal Nutrition      1.0/3.0 Dual Enrollment      Required**

Basic nutrition and feeding practices for the various species of commercial livestock. Feeds, their sources, composition, characteristics, and feed value will be explored. Ration balancing and its practical field application will be discussed.

### **BIOL 205 Ecology      1.0/3.0 Dual Enrollment      Required**

The study of organisms in relation to their environment.

### **MTSC 121 College Algebra      3.0 College Credits      Pathway**

A course designed to expose students to polynomials, factoring, rational expressions, complex numbers, rational exponents, radicals, solutions of equations, linear and quadratic inequalities, functions and graphs, and synthetic division. A graphing calculator is used for learning and discovery in the course.

### **BIOL 101 General Biology I      4.0 College Credits      Pathway**

An introduction to the study of life with emphasis on basic concepts in the areas of energy relationships, cell biology, genetics, and molecular biology. Along with General Biology II, it provides a foundation for further study in the Biological Sciences.

### **BIOL 102 General Biology II      4.0 College Credits      Pathway**

An introduction to the study of life with emphasis on basic concepts in the areas of evolution, animal anatomy and physiology, plant biology, and ecology. Along with General Biology I, it provides a foundation for further study in the Biological Sciences.

### **CHEM 101 General and Elementary Analytical Chemistry I      4.0 College Credits      Pathway**

A comprehensive study of the chemical and physical properties of matter including the fundamental principles of qualitative and quantitative analysis.

### **CHEM 102 General and Elementary Analytical Chemistry II      4.0 College Credits      Pathway**

A comprehensive study of the chemical and physical properties of matter including the fundamental principles of qualitative and quantitative analysis.

### **AGRI 208 Soil Science      3.0 College Credits      Pathway**

A study of soils, their physical and chemical characteristics, with special emphasis on those factors which affect plant growth. Soil formation, the use of fertilizers, and soil and water conservation are considered. Special emphasis is placed on the soils of Delaware and their management.

**ACCT 201 Accounting I****3.0 College Credits****Pathway**

The course addresses accounting concepts and principles applicable to business enterprises, including a study of the accounting cycle, accounting for assets, liabilities, and equity, and preparation and presentation of financial statements for external users.

**ACCT 203 Accounting for Decision-Making****3.0 College Credits****Pathway**

The course is a follow-up to Accounting I and only for non-Accounting majors. It is a study of managerial accounting concepts and tools for analysis necessary for decision-making. The course includes budgeting and analysis of cost relating to products, cost terminology, cost flows, activity-based management, cost-volume-profit and breakeven analyses, and other related issues.

**MGMT 205 Management Processes****3.0 College Credits****Pathway**

This is a cornerstone Integrated Management Course (IMC) which will orient students to the opportunities and challenges managers face in contemporary organizations in a domestic and global context. Students are introduced to the inter-relationships among the organizational functions of marketing, management, production, and finance. Students will develop competencies of teamwork, communication, creative thinking, and change management. They will be charged with the responsibility to develop, operate, and exit a new enterprise.

## **STEM: Forensic Biology Pathway**

**Students selecting this pathway are required to complete the first four classes. Additional courses will be added based on the interest and capacity of each student.**

**BIOL 194 Introduction to Biology Professions****1.0 College Credit****Required**

The course will introduce students to the wide variety of professions open to students with Biology or Forensic Biology degrees. Students will examine their strengths and talents and explore possible career paths. The course will utilize presentations, guest lecturers, and reflective assignments to help students determine their optimal educational path. Meets

**BIOL 210 Genetics****1.0/3.0 Dual Enrollment****Required**

A study of the fundamental principles of inheritance and their application to plants, animals, and microorganisms.

**BIOL 225 Survey of Forensics Science****1.0/3.0 Dual Enrollment****Required**

This serves as a gateway course for the students who are interested in pursuing a major or minor in Forensic Biology. The course will employ hands-on learning activities, group work, and the traditional lecture format to convey the course material. The course will begin with an overview on the field of Forensic Science and specialty areas in the field (i.e., forensic pathology, entomology, etc). The general principles of crime scene investigation, collection and handling of evidence, and chain of custody will be discussed in detail as students need to understand the basic legalities of forensic investigation. The course will also explore the different field and career opportunities in forensics. Ca

**BIOL 255 Forensic and Investigative Biology Lab****1.0/3.0 Dual Enrollment****Required**

The course is a hands-on lab that will introduce students to the biological and laboratory aspects of forensic and investigative science including blood typing, DNA extraction and fingerprinting, hair and fiber analysis, time of death determination, the use of the microscope, and drug/alcohol and toxicology

testing. Labs include DNA fingerprinting, hair and fiber analysis, blood and saliva testing, and human bone and muscle identification.

**BIOL 101 General Biology I**

**3.0 College Credits**

**Pathway**

An introduction to the study of life with emphasis on basic concepts in the areas of energy relationships, cell biology, genetics, and molecular biology. Along with General Biology II, it provides a foundation for further study in the Biological Sciences.

**BIOL 102 General Biology II**

**3.0 College Credits**

**Pathway**

An introduction to the study of life with emphasis on basic concepts in the areas of evolution, animal anatomy and physiology, plant biology, and ecology. Along with General Biology I, it provides a foundation for further study in the Biological Sciences.

**BIOL 215 Cell Biology**

**3.0 College Credits**

**Pathway**

A study of basic and essential processes of cells with emphasis on the correlation of structure and function at the organelle and cellular levels.

**CHEM 101 General and Elementary Analytical Chemistry I 4.0 College Credits Pathway**

A comprehensive study of the chemical and physical properties of matter including the fundamental principles of qualitative and quantitative analysis.

**CHEM 102 General and Elementary Analytical Chemistry II 4.0 College Credits Pathway**

A comprehensive study of the chemical and physical properties of matter including the fundamental principles of qualitative and quantitative analysis.

**MTSC 261 Calculus for Life Sciences**

**3.0 College Credits**

**Pathway**

An introduction to limits, continuous functions, rate of change, derivatives, implicit differentiation, maximum and minimum points and their applications, and development and application of the definite integral.

**PSYC 201 Introduction to General Psychology**

**3.0 College Credits**

**Pathway**

This is a survey course that covers key content areas which comprise the modern science of psychology. Content areas include scientific methods, learning, sensation and perception, human development, abnormal, personality, and social psychology.

**SCCJ 104 Introduction to Criminal Justice**

**3.0 College Credits**

**Pathway**

Survey of the agencies and processes involved in the Criminal Justice System including the police, the prosecutor, the public defender, the courts, and corrections.

## **STEM: Community Health Pathway**

**Students selecting this pathway are required to complete the first three classes. Additional courses will be added based on the interest and capacity of each student.**

**CMHE 108 Personal and Community Health**

**1.0/3.0 Dual Enrollment**

**Required**

The course provides opportunity for study in personal and community health problems as well as steps that can be taken by individuals and groups to reduce risk of health problems for individuals, families, and communities. The course also provides an introduction to the nature of community health services and resources.

**CMHE 232 Principles of Health Education**                      **1.0/3.0 Dual Enrollment**                      **Required**  
An introduction to the broad field of health education. Emphasis is given to the principles and practices of improving health behavior by school and community agencies.

**CMHE 234 Public and Community Health Services**   **1.0/3.0 Dual Enrollment**                      **Required**  
In-depth study of community health organizations, including public health agencies. The course will examine the organization, governance, problems, services, and programs of local, state, national, and international organizations and agencies.

**MTSC 121 College Algebra**                                      **3.0 College Credits**                                      **Pathway**  
A course designed to expose students to polynomials, factoring, rational expressions, complex numbers, rational exponents, radicals, solutions of equations, linear and quadratic inequalities, functions and graphs, and synthetic division. A graphing calculator is used for learning and discovery in the course.

**CMHE 200 Measurement and Eval. in Health Promotion**   **3.0 College Credits**                      **Pathway**  
Focus on elements of measurement and evaluation of health promotion programs, including data collection, instrument and test development, analyzing data, and writing reports.

**HMEC 215 Introduction to Nutrition**                                      **3.0 College Credits**                                      **Pathway**  
General understanding of the role of gastrointestinal tract in relation to digestion and absorption of nutrients: carbohydrate, fat, protein, vitamins, and minerals. Emphasis is placed on nutrient functions, human nutritional requirements, food sources, and role of nutrition in diet-related diseases. Individual library research in some area related to diet-related diseases.

**MTSC 241 Elementary Statistics**                                      **3.0 College Credits**                                      **Pathway**  
A course designed to introduce students to descriptive statistics, measures of central tendency and dispersion, probability, statistical inference, correlation, and regression analysis

**BIOL 207 Anatomy and Physiology I**                                      **4.0 College Credits**                                      **Pathway**  
A course designed to provide students with basic knowledge of the structure and function of the human body.

**BIOL 208 Anatomy and Physiology II**                                      **4.0 College Credits**                                      **Pathway**  
A course designed to provide students with basic knowledge of the structure and function of the human body.

**PSYC 201 Introduction to General Psychology**                      **3.0 College Credits**                                      **Pathway**  
This is a survey course that covers key content areas which comprise the modern science of psychology. Content areas include scientific methods, learning, sensation and perception, human development, abnormal, personality, and social psychology.

**SCCJ 101 Introduction to Sociology**                                      **3.0 College Credits**                                      **Pathway**  
Development and application of Sociological concepts and perspectives concerning human groups including attention to socialization, culture, organization, stratification, and societies. Consideration of fundamental concepts and research methodology.

**ENGL 200 Speech**    **3.0 College Credits**                                      **Pathway**  
The course provides the student training in the fundamentals of diction and effective oral expression in prepared, extemporaneous, and informative speeches. Emphasis placed upon preparation and delivery. Techniques of interviewing will be explored.

## College Connections

Each year, students will participate in College Connections coursework with other students from their year progression. This course will provide a time and place for each student to connect with his/her advisor and a small group of peers around issues such as scheduling, course selection, registration, and other logistical issues. However, during most of the time students will be engaged in intellectual design, pulling the overarching enduring understandings and essential questions into projects that incorporate disciplines and use the arts and technology to express their thinking. Students will be taught that various phenomenon can be observed and considered through the lenses of innovation and leadership. They will present their projects and products at the end of each school year.

### **College Connections – Year One**

**1.0 Credit**

**Required**

In year one, students will spend a significant amount of time becoming acclimated to the Early College High School and completing their Personalized Growth Plan. Students will work together in service learning, going into the community to learn about their needs and designing a project that is both academically focused and benefits the community in a real, tangible way. They will also learn and practice study skills that can support them in their academic classes.

### **College Connections – Year Two**

**1.0 Credit**

**Required**

In year two, students will begin to transition into the college space and so some time will be spent discussing and setting expectations for how to interact with other students on a college campus. Students will continue to revise and update their Personalize Growth Plan. They will continue to extend their community service learning project, re-designing their project to increase the academic rigor and tangible benefits of the project. Study skills and strategies will be refined and practiced. Students and their advisor will loop from year one into year two.

### **College Connections – Year Three**

**1.0 Credit**

**Required**

In year three, students will be at different places in their transition from the high school into the college space, and so the advisor will check in with each student on a weekly basis. Students will be regrouped in year three into new advisory groups based on their chosen pathway, so team building will be paramount. They will work collaboratively during College Connections to complete their action research project and job shadowing and continue to update their Personalized Growth Plan.

### **College Connections – Year Four**

**1.0 Credit**

**Required**

In year four, students are fully in the college space, but will return to the high school for this class and for any additional support needed. Students will assume leadership roles as they assist with year 1 or 2 College Connection cohorts. They will also prepare for their capstone exhibition, which will occur at the end of year 4 and which will showcase what they have learned and how they have grown as innovators and leaders throughout their time at the school.

The EdWorks Five-Year Professional Development Plan



All professional development is delivered by the Technical Assistance Coach. Professional development and coaching are scaffolded, with each year inclusive of and building upon the preceding work.

Planning Year Professional Development	Implementation Year One Professional Development	Implementation Year Two Professional Development	Implementation Year Three Professional Development	Implementation Year Four Professional Development
Year-Long Embedded Professional Development	Year-Long Embedded Professional Development	Year-Long Embedded Professional Development	Year-Long Embedded Professional Development	Year-Long Embedded Professional Development
<b>Use the Study Group Process and Application to examine:</b> <b>School Identity Development</b> (including exploration of 21 <sup>st</sup> Century Challenges and Best Practice Instructional Models) <b>Operations Planning</b> <b>Facilities Considerations</b> <b>Results-Driven Scheduling and Course of Study Development</b> <b>Gap Analysis and Strategic Planning for Climate, Culture and Comprehensive Student Support</b> <b>Authentic Community Engagement</b> <b>Results-Driven Scheduling and Course of Study Development</b> <b>Advisories and Student Growth Plans</b>	<b>Use the Study Group Process and Application to examine:</b> <b>Implementing Personalization</b> <ul style="list-style-type: none"><li>Advisories</li><li>Personalized Student Growth Plans</li></ul> <b>Short Cycle Assessments</b> <ul style="list-style-type: none"><li>Exploring Diagnostic and Short Cycle Assessment System</li><li>Short Cycle Assessments as Instructional Resources</li></ul> <b>Classroom Practice/Learning Conditions</b> <ul style="list-style-type: none"><li>Student Work</li><li>Lesson Design and Delivery</li><li>Research-Based Instructional Models</li><li>Student Performance</li></ul> <b>Accessing and Using an Online Learning Community</b>	<b>Use the Study Group Process and Application to examine:</b> <ul style="list-style-type: none"><li>Student Work</li><li>Unit Design and Delivery</li><li>Differentiation</li><li>Student Performance Assessments</li><li>Formative and Summative Assessments</li><li>Best Practice Instructional Models</li><li>Rubrics</li><li>Alignment with State and 21<sup>st</sup> Century Standards</li></ul> <b>Using an Online Learning Community</b>	<b>Use the Study Group Process and Application to examine:</b> <ul style="list-style-type: none"><li>Examine Curriculum Alignment and Vertical Scope and Sequence Implementation</li><li>Build cross-curricular units of study</li><li>Partner with higher education, business and community partners to develop and deliver critical issue seminars examining real world challenges</li><li>Assess and refining high payoff instructional strategies</li><li>Launch formal Professional Learning Communities focused on looking at student work</li></ul> <b>Institutionalizing Internal Capacity:</b> Moving from Teacher Leader to Internal School Improvement Coach(es)	<b>Use the Study Group Process and Application to examine:</b> <ul style="list-style-type: none"><li>Refine the course of study, as indicated through Summer Institute Four analysis</li><li>Work with University Partners to examine the alignment of lesson plans, assessments and student work with State and 21<sup>st</sup> Century College-Ready standards through formal Professional Learning Communities</li><li>Work with business and community partners to examine the relevance of student experiences and performance assessments</li><li>Self-Assessment of progress to date toward a rigorous, relevant, personalized academic program</li><li>Development of new five-year professional development plan</li></ul> <b>Institutionalizing Internal Capacity:</b> Mentoring and Strengthening the Internal School Improvement Coach(es)
<b>Summer Institute One: An Introduction to Rigor and Relevance</b>	<b>Summer Institute Two: Instructional Design for Rigor and Relevance</b>	<b>Summer Institute Three: Beyond Rigor and Relevance</b>	<b>Summer Institute Four: Reaching High Performance</b>	
<ul style="list-style-type: none"><li>Gap Analysis and Strategic Planning for Rigor, Relevance and Personalization</li><li>Introduction to the Rigor and Relevance Framework</li><li>Backwards Design</li><li>High Payoff, Short Term Instructional Strategies</li><li>“Quadrant D” Lesson Design</li><li>21<sup>st</sup> Century Skills</li><li>Literacy Across the Content Areas</li><li>Brain-Based Research</li></ul>	<ul style="list-style-type: none"><li>Rigor and Relevance Framework</li><li>Knowledge Taxonomy and the Application Model</li><li>Instructional Models and Planning</li><li>Unpacking the State and 21<sup>st</sup> Century College-Ready Content Standards</li><li>Formative and Summative Assessments (including Performance-Based, Alternative Assessments</li><li>Developing “Quadrant D” Units of Study</li><li>Rubrics</li><li>Differentiation</li></ul>	<ul style="list-style-type: none"><li>Comprehensive, four-year Course of Study aligned to State and 21<sup>st</sup> Century College-Ready Standards</li><li>Grades 9-13 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas</li><li>Analysis of Content with University Partners</li><li>Integration of early college experiences in Core and Elective Courses</li></ul>	<ul style="list-style-type: none"><li>Assessing the effectiveness of the Course of Study to deliver a rigorous, relevant, personalized academic program, and revise, as needed</li><li>Deepening Content Knowledge with University Partners</li><li>Expanding relevance in the curriculum in partnership with business and community partners</li></ul>	
Planning Year Coaching Foci	Implementation Year One Coaching Foci	Implementation Year Two Coaching Foci	Implementation Year Three Coaching Foci	Implementation Year Four Coaching Foci
<ol style="list-style-type: none"><li>Equity and access</li><li>Transparency in decision-making</li><li>Community engagement</li><li>School identity development</li><li>Operations planning</li><li>School design for rigor and personalization</li><li>Strategic planning and benchmarking</li></ol>	<ol style="list-style-type: none"><li>School-wide and classroom implementation of the strategic plan</li><li>Supportive climate and culture</li><li>Comprehensive student support</li><li>Classroom implementation of professional development</li><li>School-based operations and district support systems</li></ol>	<ol style="list-style-type: none"><li>School-wide and classroom implementation of the strategic plan</li><li>Rigorous curriculum and instruction</li><li>Aligned assessments</li><li>Classroom implementation of professional development</li><li>Building higher education, business and community partnerships</li></ol>	<ol style="list-style-type: none"><li>Curriculum Alignment for College and Career Readiness</li><li>Development of internal coaches</li><li>Service Learning/Community Service</li><li>Assessing the quality and depth of early college experiences</li></ol>	<ol style="list-style-type: none"><li>Assessing the quality and depth of the academic program</li><li>Final review and revision of the four-year Course of Study</li><li>Assessment of four-year student growth</li><li>Developing a new five-year strategic and professional development plan</li></ol>

# **INSTRUCTIONAL SUPPORT TEAM PROCESS**

## **What is the purpose of the Instructional Support Team (IST) Process?**

Students who are experiencing either academic or behavioral difficulties at school are referred to the Instructional Support Team (IST). The IST will meet to discuss specific issues relative to the student's success, develop interventions, and attempt to meet the student's need(s) in the general curriculum before moving into a more formal evaluation process.

## **Who is on the Instructional Support Team (IST)?**

The IST consists of the school principal, the academy director (teacher), the student's advisor, special education teacher, the student's LTI Internship mentor (if appropriate), and any specialists who may have an expertise that will be valuable when discussing a specific student and, when appropriate, the school nurse. When appropriate the student and parents will join the team for consultation and to assist in designing the action plan.

## **How does a student come to the IST's attention?**

Teachers/advisors that have a concern regarding a student's success should refer the concern to the IST by completing the referral form. Once information is gathered supporting the identified concerns, the IST will meet to review and discuss the information.

## **When does the IST meet?**

The IST meets on an as-needed basis and is scheduled by the team leader. When a completed IST folder is turned in to the IST coordinator a meeting will be scheduled to review the file and determine the appropriate next steps. The IST also reviews progress/updates status of other students being monitored by the team.

## **What is included in the IST Folder?**

Documentation for the IST process is done by the advisor. The folder should include the following forms:

- ☐ Observation Checklist – completed by classroom teacher
- ☐ Documentation to Support Observations
- ☐ Documentation of Intervention Sheet and Intervention Plan
- ☐ Nurse Data Collection Form
- ☐ Documentation of Conferences Sheet

## **What happens after the IST meeting?**

The IST will either recommend further intervention strategies or develop a plan of action for the student. This information is documented on the IST Meeting Notes form completed each time the team meets to discuss the student.

# Instructional Support Team

## Observation Checklist

Student Name: \_\_\_\_\_ Date : \_\_\_\_\_  
Grade: \_\_\_\_\_ Advisor/Teacher: \_\_\_\_\_  
Person completing form: \_\_\_\_\_

**Please place a check mark next to the observation points frequently observed and attach any documentation you may have to support your observations**

### **Listening Comprehension**

- \_\_\_\_\_ Difficulty understanding spoken language
- \_\_\_\_\_ Difficulty following verbal directions
- \_\_\_\_\_ Difficulty with multi-step directions

### **Oral Expression**

- \_\_\_\_\_ Difficulty expressing thoughts and ideas
- \_\_\_\_\_ Limited speaking vocabulary
- \_\_\_\_\_ Avoids Eye Contact

### **Reading**

- \_\_\_\_\_ Difficulty with letter/word recognition
- \_\_\_\_\_ Difficulty with phonemic awareness
- \_\_\_\_\_ Word guessing
- \_\_\_\_\_ Poor reading fluency
- \_\_\_\_\_ Difficulty with reading comprehension
- \_\_\_\_\_ Difficulty with written directions

### **Written Expression**

- \_\_\_\_\_ Difficulty with spelling
- \_\_\_\_\_ Difficulty with writing speed
- \_\_\_\_\_ Difficulty completing written work
- \_\_\_\_\_ Difficulty with punctuation/sentence structure
- \_\_\_\_\_ Difficulty writing a sentence
- \_\_\_\_\_ Difficulty getting thoughts down on paper
- \_\_\_\_\_ Difficulty organizing thoughts and ideas into a meaningful written product

### **Mathematics**

- \_\_\_\_\_ Difficulty with mathematical computation
- \_\_\_\_\_ Difficulty with mathematical reasoning
- \_\_\_\_\_ Difficulty with number recognition
- \_\_\_\_\_ Difficulty with number concepts

### **Memory**

- \_\_\_\_\_ Difficulty remembering what is seen
- \_\_\_\_\_ Difficulty remembering what is heard
- \_\_\_\_\_ Difficulty retaining information over a period of time
- \_\_\_\_\_ Difficulty recalling previously learned information

### **Visual Motor Coordination**

- \_\_\_\_\_ Difficulty with fine motor tasks
- \_\_\_\_\_ Difficulty copying from the board
- \_\_\_\_\_ Difficulty producing organized written work (ex. Lining up math problems)
- \_\_\_\_\_ Difficulty with body awareness
- \_\_\_\_\_ Difficulty with motor planning

### **Attention/Organization**

- \_\_\_\_\_ Difficulty beginning a task
- \_\_\_\_\_ Difficulty with time management
- \_\_\_\_\_ Difficulty maintaining attention
- \_\_\_\_\_ Easily distracted
- \_\_\_\_\_ Loses or forgets work
- \_\_\_\_\_ Difficulty with organization of school supplies/materials/ personal property
- \_\_\_\_\_ Difficulty completing tasks
- \_\_\_\_\_ Difficulty with change in routine
- \_\_\_\_\_ Overactive
- \_\_\_\_\_ Underactive

### **Social/Emotional**

- \_\_\_\_\_ Lacks motivation
- \_\_\_\_\_ Lacks self-control
- \_\_\_\_\_ Easily frustrated
- \_\_\_\_\_ Displays learned helplessness
- \_\_\_\_\_ Sudden changes in moods
- \_\_\_\_\_ Inconsistent classroom performance
- \_\_\_\_\_ Needs constant approval
- \_\_\_\_\_ Interrupts and distracts class
- \_\_\_\_\_ Aggressive toward others
- \_\_\_\_\_ Shy or withdrawn
- \_\_\_\_\_ Difficulty interpreting social cues
- \_\_\_\_\_ Difficulty making and keeping friends
- \_\_\_\_\_ Does not follow classroom rules
- \_\_\_\_\_ Does not accept responsibility for own behavior
- \_\_\_\_\_ Violates the rights of others
- \_\_\_\_\_ Easily influenced by others
- \_\_\_\_\_ Inappropriate responses under otherwise normal circumstances

### **Speech/Language**

- \_\_\_\_\_ Articulation concerns
- \_\_\_\_\_ Unusual voice quality
- \_\_\_\_\_ Limited vocabulary

Additional Comments:

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## INSTRUCTIONAL SUPPORT TEAM Nurse Data Collection Form

Student Name: \_\_\_\_\_ Date : \_\_\_\_\_

Grade: \_\_\_\_\_ Advisor/Teacher: \_\_\_\_\_

Person completing form: \_\_\_\_\_

### Health Assessment

Height: ☐ Short ☐ Average ☐ Tall

Weight: ☐ Underweight ☐ Appropriate for height ☐ Overweight

Vision: Right eye: \_\_\_\_\_ Left eye: \_\_\_\_\_ Date of screening: \_\_\_\_\_

Follow up: \_\_\_\_\_

Hearing: Right ear: \_\_\_\_\_ Left ear: \_\_\_\_\_ Date of screening: \_\_\_\_\_

Follow up: \_\_\_\_\_

Medical problem/medications: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other information that may be relevant to the team: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# INSTRUCTIONAL SUPPORT TEAM DOCUMENTATION OF INTERVENTION SHEET

Student's Name: \_\_\_\_\_

Advisor/Teacher: \_\_\_\_\_

Specific skill or behavioral objective targeted: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategy, accommodation, action plan or intervention	Date initiated	Person responsible	Progress/Outcome

### Academic Intervention Plan

**STUDENT** \_\_\_\_\_ **GRADE** \_\_\_\_\_ **TEACHER** \_\_\_\_\_ **DATE** \_\_\_\_\_

<u>Concerns</u>	<u>Data to Support Concerns</u>
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### Assessment Plan

Type of Assessment	Dates of Administration/Frequency	Results/Progress

# Academic Intervention Plan

<i>Teachers will</i>	<i>Student will</i>	<i>Parents/Guardians will</i>
I. Individual Work and Goals _____ _____ _____ _____ _____	I. At school _____ _____ _____ _____ _____ _____ _____ _____	I. At home _____ _____ _____ _____ _____ _____ _____ _____ _____
II. Small Group Work _____ _____ _____ _____ _____ _____ _____ _____ _____	II. At home _____ _____ _____ _____ _____ _____ _____ _____	II. Other _____ _____ _____ _____ _____ _____ _____ _____
III. Other _____ _____ _____ _____ _____ _____ _____	III. Other _____ _____ _____ _____ _____ _____ _____	III. Communication with Teacher _____ _____ _____ _____ _____ _____
IV. Parent Communication _____ _____ _____ _____ _____ _____		

*Teacher Signature*

*Student Signature*

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*Parent Signature*

***Record of Parent/Guardian Contacts and Notes***

<i>Purpose</i>	<i>Date</i>
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*Notes:*

<i>Purpose</i>	<i>Date</i>
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*Notes:*

<i>Purpose</i>	<i>Date</i>
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*Notes:*

<i>Purpose</i>	<i>Date</i>
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*Notes:*

<i>Purpose</i>	<i>Date</i>
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*Notes:*

## Instructional Support Team Documentation of Conference Form

Student's Name: \_\_\_\_\_

Person Conducting Conferences: \_\_\_\_\_

<b>Conference with last year's advisor (when applicable)</b>	Teacher's name:	Date:	Data/Result:
<b>Conference with parent</b>	Name:	Date:	Data/Result:
<b>Conference with others who have a particular knowledge about this child</b>	Name:	Date:	Data/Result:
<b>Conference with current advisor</b>	Name	Date:	Data/Result:

# INSTRUCTIONAL SUPPORT TEAM

## Meeting Notes

Student Name: _____		Grade: _____	Meeting Date: _____
Advisor/Teacher: _____		Person competing form: _____	
Name		Position	
Present at the meeting: _____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

Meeting Notes:

Action Plan:

Task:	Person Responsible:	Date Due:	Comments:



## ACADEMIC AND BUSINESS SERVICES AGREEMENT

By and Between

Innovative Schools Development Corporation and

XXXXX Charter School

This Academic and Business Services Agreement (the “Agreement”) is made and entered into as of Date (the “Effective Date”) by and between Innovative Schools Development Corporation, a Delaware non-profit organization (“IS”), and the XXXXX Charter School, a Local Education Agency (the “School,” and the School together with IS, each a “Party” and collectively the “Parties”).

**WHEREAS**, IS is a charter management organization;

**WHEREAS**, on the Effective Date the Authorizer (as defined below) granted the School authority to operate a charter school;

**WHEREAS**, it is the Parties’ intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

**WHEREAS**, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

**NOW, THEREFORE**, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

### 1. DEFINITIONS

“Agreement” has the meaning set forth in the recitals.

“Arbitration Rules” has the meaning set forth in Section 11.2.

“Authorizer” shall mean either a local public school district or the Delaware Department of Education (DDOE) with the approval of the State Board of Education.

“Charter Contract” means the School’s contract with the Authorizer, which authorizes the School and IS to organize and operate the School, and which includes the final charter application.

“Charter School Law” means the laws permitting the creation of charter schools in Delaware as defined in Title 14, Chapter 5 of the Delaware Code and its implementing regulations.

“Claims” has the meaning set forth in Section 9.2.

“Confidential Information” means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party’s products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and (iv) the Marks and Proprietary Information. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information shall not include any information that is required to be disclosed by a order from a court or governmental agency (provided that the Party making such disclosure provides prior notice to the other Party if allowed by the court or agency).

“Deductible” has the meaning set forth in Section 9.4.

“Dispute” has the meaning set forth in Section 11.2.

“Effective Date” has the meaning set forth in the recitals.

“Facility” means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

“Facility Contract” means the lease or other contract for the use of a Facility under an agreement with the leasing party, if applicable.

“FERPA” has the meaning set forth in Section 6.7.

“Indemnified Claims” has the meaning set forth in Section 9.2.

“Indemnified Party” has the meaning set forth in Section 9.6(a).

“Indemnifying Party” has the meaning set forth in Section 9.6(a).

“Initial Term” has the meaning set forth in Section 10.1.

“Marks” means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to IS. Such materials shall include, but are not limited to, “Innovative Schools,” “Innovative Schools: The Center for School Innovative, Inc.,” and “Innovative Schools Development Corporation.”

“Minimum Enrollment Levels” are the levels set forth in Section 6.3. The Minimum Enrollment Levels shall be calculated based on the actual student enrollment of the School as calculated by September 30<sup>th</sup> during each year of the contract.

“Opening Date” has the meaning set forth in Section 6.3.

“Operating Board” means the Operating Board of the Charter School.

“Party” and “Parties” has the meaning set forth in the recitals.

“Principal” means the person in charge of the day-to-day operation of the School.

“Proprietary Information” means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by IS, its employees, agents or subcontractors.

“Regulatory Authority” means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

“Renewal Term” has the meaning set forth in Section 10.1.

“School” has the meaning set forth in the recitals.

“Operations Manager” means the senior-most School employee who manages non-instructional operations.

“School Indemnified Persons” has the meaning set forth in Section 9.2.

“Service Fee” has the meaning set forth in Section 7.4.

“State” means the State of Delaware.

“Term” has the meaning set forth in Section 10.1.

“Termination Assistance Period” has the meaning set forth in Section 10.7.

“Termination Notice” has the meaning set forth in Section 10.2(b).

“Third Party Claim” has the meaning set forth in Section 9.6.

“IS” has the meaning set forth in the recitals.

“School Model” means the educational model based on the chosen school design’s curriculum and school model, described in the Charter Contract.

## **2. REPRESENTATIONS AND WARRANTIES**

### **2.1 Representations and Warranties of IS.**

IS represents and warrants as follows:

- (a) Organization. IS is a non-stock, non-profit organization duly organized under the laws of the state of Delaware, with the legal ability to contract to provide educational management services. IS shall notify the School of any change in its corporate status, and will make no change that materially alters this Agreement.
- (b) Authority. IS is authorized to do business in the State. IS has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of IS, enforceable against IS in accordance with its terms.
- (c) Full Disclosure. No representation or warranty of IS herein and no statement, information or certificate furnished or to be furnished by IS pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will intentionally omit a material fact which renders the representation misleading.
- (d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of IS, threatened before any Regulatory Authority which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse affect upon this Agreement. No such judgment, order, decree or award has been entered against IS which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of IS, threatened before any Regulatory Authority involving IS which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (e) Conduct of IS. IS has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to IS, which include, but are not limited to the Internal Revenue Code, the Delaware Corporation Law and the Charter Schools Law.

### **2.2 Representations and Warranties of the School.**

The School represents and warrants as follows:

- (a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, a corporation duly organized under the laws of Delaware, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.
- (b) Authority. Subject to the last two sentences of clause (a) above, the School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.
- (c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit a material fact that renders the disclosure misleading.
- (e) Conduct of the School and the Operating Board. The School has complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the Delaware Corporation Law, the open records and meetings laws of Delaware, and the Charter Schools Law. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide IS with copies of all such records, and to allow IS to, at IS' discretion, assist with the preparation and retention of such records.
- (f) Due Authorization. The Operating Board is duly authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the

educational program outlined in the Charter Contract. **Regardless of the delegation of any duties to IS, the School shall at all times retain all rights, responsibilities, and ultimate accountability under the Charter Contract.**

### **3. AUTHORITY**

#### **3.1 Delegation of Authority to IS**

The School hereby authorizes IS to undertake the functions specified in this Agreement in regards to the business and academic services of the School on behalf of the School, it being understood that, at all times, IS remains accountable and subject to the oversight of the School, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes IS to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in IS' good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Operating Board, and that IS provides prior notice to the School if any such other material action is to be taken by IS.

#### **3.2 IS Authority to Subcontract.**

Except to the extent prohibited by law or this Agreement, IS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge IS from any obligation or liability under this Agreement. IS shall, upon the request of the Operating Board, provide an annual list indicating the functions or services it expects to subcontract the following fiscal year that it is obligated to provide hereunder.

#### **3.3 State Board of Education Authority**

Nothing in this Agreement shall be construed in any way to limit the authority of the Delaware State Board of Education, including, but not limited to, the authority to take and enforce action pursuant to **Title 14, Chapter 5, §515 of the Delaware Code.**

#### **3.4 Conflict with Charter**

Subject to Section 11.14, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

### **4. DUTIES AND OBLIGATIONS OF IS**

In exchange for the Service Fee described in Section 7.4 and paid by the School to IS, IS will provide the following services as and to the extent more specifically described in the balance of this Article 4 (which more specific descriptions shall control):

- (a) Providing comprehensive program design through the School Model, including curriculum development and implementation, instructional oversight, the development,

administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;

- (b) Recruiting the Principal, teachers, and administrators;
- (c) Training and evaluating the Principal;
- (d) Providing professional development for teachers;
- (e) Preparing a budget and monthly financial statements;
- (f) Providing payroll and bookkeeping services;
- (g) Researching and recommending an auditor to the Operating Board and serving as a liaison with the auditor;
- (h) Coordinating purchasing;
- (i) Selecting and managing benefits plans for School employees;
- (j) Maintaining human resource files for School employees;
- (k) Facilitating the School's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;
- (l) Completing required foundation and government reports, including, but not limited to the School's annual report;
- (m) Develop and execute plan for student recruitment, including development of recruitment materials;
- (n) Providing marketing and advocacy for the School; and

- (o) Conducting a school accountability inspection every year.

IS may, but is not obligated to, provide additional services for additional compensation. IS may perform functions off-site, except as prohibited by State law. IS may utilize web-based systems to provide support and counsel to the School. IS shall, upon the request of the Operating Board, provide an quarterly report indicating the services IS has provided to the school, as contemplated by this Agreement.

#### **4.1 Curriculum.**

IS shall support the School in implementing the School Model and curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities, and such waiver has been approved by the Operating Board. IS will provide the School with information and systems for implementing the program and the curriculum. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

#### **4.2 Student Evaluation.**

IS shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. The School shall, with IS' assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with IS' assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. IS and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

#### **4.3 Annual Audit.**

IS shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of IS, needed to complete an annual audit of the School.

#### **4.4 Budget and Financial Statements.**

On or before May 1 of each year, IS will work closely with the School to provide the School with a projected budget for the next fiscal year, for review and approval by the Operating Board. The annual budget for the School shall provide for payment of all operating expenses related to the operation or opening of the School, including, but not limited to: disbursement to IS of certain expenses including IS' Service Fee; compensation for School employees, including salary and benefit costs; debt payments owing and owed to IS by the School; marketing and public relations costs; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees. With respect to these items, IS may act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget expenditures out of funds available therefore from the School bank accounts, from which the School shall give IS authority to remit payments. The

School shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Article 8, which property shall be the sole and exclusive property of IS, subject to the provisions of Article 8. IS shall have no responsibility to make any purchases on behalf of the School or to act as disbursement agent for the School unless and until the funds for such expenditures are in the School bank accounts to which IS has access. The budget shall grant certain levels of discretion to the Principal, within parameters established by the Operating Board.

IS, working closely with the Operations Manager, shall also:

- (a) prepare monthly financial statements for review and approval by the Operating Board;
- (b) Prepare and provide unaudited monthly financial information in conformance with state regulations;
- (c) record and track income and expenses related to all contracts and grants;
- (d) process all cash receipts and accounts payable in accordance with Department of Finance, Division of Accounting regulations;
- (e) prepare and input information for checks through FSF system;
- (f) reconcile the checking accounts each month;
- (g) provide payroll service and maintain payroll records;
- (h) provide state reports and checking account reconciliations;
- (i) provide IT support services

#### **4.5 Principal.**

Because the accountability of IS to the School is an essential foundation of this relationship, and because the responsibility of the Principal of the School is critical to its success, the School delegates to IS the authority and responsibility, consistent with State law, to recruit, supervise, and make hiring and firing recommendations regarding the Principal and to hold him or her accountable for the success of the School, subject to the provisions herein.

IS shall have the right to determine initial selection criteria for the Principal, select and interview final round candidates, make a hiring recommendation to the School, and present the proposed terms of the Principal's employment to the Operating Board, including therein the duties and compensation of the Principal. The Board of Trustees may interview the Principal candidate recommended by IS. Within two weeks of said recommendation, the School shall

follow IS' hiring recommendation unless at least 80% of seated non-IS-affiliated board members vote to reject said recommendation.

The Principal shall be an employee of the School, but the Principal work closely with IS and coordinate the management of the School with IS. IS shall have the right to make the recommendation to the School to fire the Principal. Within two weeks of aid recommendation, the School shall follow IS' firing recommendation unless at least 80% of seated non-IS-affiliated board members vote to reject said recommendation. IS will (a) provide an intensive leadership training program for the Principal, (b) conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

#### **4.6 Teachers and Other School Personnel.**

IS shall have the responsibility to recruit teachers and non-teaching administrators and personnel for the School. The Principal shall have the final authority to hire such teachers and other personnel. The Principal shall have the final authority to terminate the employment of School employees, although IS may recommend termination of a School employee. The Principal shall have the authority to determine the compensation of all School employees, within the constraints of the budget adopted by the Operating Board.

IS, in conjunction with the Principal, shall perform the following personnel functions:

- (a) determining staffing levels and compensation ladder;
- (b) determining staff responsibilities;
- (c) providing counsel as to evaluation and discipline of personnel;
- (d) initial training in the chosen school model to be employed by the School, curriculum, program, and technology to all teaching personnel;
- (e) training all non-teaching personnel as IS determines is necessary.

Over time, IS will assist the School (specifically the Principal) in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the chosen School Model methodology. IS will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training. Should there be a change in Principal at the School, IS will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

#### **4.7 Equipment and Information Technology.**

IS will manage the School's start-up process, and facilitate the purchase, at the School's expense, of desks and other furnishings, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school.

IS will facilitate the School's purchase and procurement of information technology equipment and services. In addition, IS will provide the following computer and information technology support to the School:

- (a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;

- (b) providing general desktop support to the School staff;

- (c) recommending and ensuring the effective implementation of a data back-up protocol.

All technology software and equipment will be paid for by the School, unless otherwise specified by IS. IS will pay for ongoing technology services approved by IS.

#### **4.8 School Inspection.**

IS will conduct a thorough school inspection and evaluation every year.

### **5. DUTIES AND OBLIGATIONS OF THE SCHOOL**

In addition to the duties and obligations expressly set forth in Article 4, the School (and IS) shall have the following duties and obligations:

#### **5.1 Annual Audit.**

The School shall pay for an annual audit of the School to be conducted in compliance with State law and regulations, and identifying the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Operating Board. IS shall help to identify and recommend the certified public accountant.

#### **5.2 Legal Services.**

The School shall arrange and, if necessary, pay for its own legal services. IS shall help identify and recommend a legal service provider.

#### **5.3 Accounting, Bookkeeping, Procurement, and other Financial Functions.**

The School shall be responsible and accountable for the following financial functions:

- (a) payment of School expenditures with School funds;

- (b) maintenance of adequate cash balances to cover payroll and payments to vendors;

- (c) payroll, in accordance with Section 5.5;

- (d) transfer to IS of all relevant financial information;
- (e) coding of all vendor invoices and deposits before sending the information to IS;
- (f) delivery of all vendor invoices and contract and grant information to IS in a timely fashion;
- (g) availability for consultation with IS staff during normal business hours.

IS shall provide initial training to the Operations Manager in the use of the financial management software selected by IS, and shall provide support and oversight as may pertain to the functions listed above. IS shall also work closely with the Operations Director to ensure accurate and timely financial reporting to the Operating Board and funding agencies, including but not limited to the Delaware Department of Education and the Delaware State Board of Education.

#### **5.4 Payroll, Employee Salaries and Benefits.**

The School shall be responsible and accountable for the funding of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments will be made through the state's automated payroll system.

#### **5.5 Power and Authority.**

The School shall ensure that IS has the requisite power and authority necessary to carry out the duties of IS under this Agreement.

#### **5.6 State and Federal Waivers.**

Subject to prior notice to the Operating Board, the School shall, with IS' assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the School Model, except as required for the ordinary operation of the school.

#### **5.7 Evaluation of IS**

The Operating Board will offer an annual written evaluation of IS' performance after the conclusion of each school year and no later than July 1st.

### **6. OPERATION OF THE SCHOOL**

#### **6.1 Students with Special Needs.**

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. IS may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld.

## **6.2 Recruitment and Admission.**

IS and the School shall be jointly responsible for the recruitment of students in accordance with the Charter School Law, but IS' involvement in recruitment of students shall not give rise to any liability of IS, including, without limitation, liability for the failure of enrollment to support the School's budget, and shall not limit IS' right to terminate this Agreement pursuant to Section 6.4. Application to the school shall be in accordance with Title 14, Chapter 5, §504A (9). Admission shall be open to all individuals who reside within Delaware on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment in the School than there are spaces available, students shall be selected to attend using a random selection process. Preference criteria for admission shall be in accordance with those defined in Title 14, Chapter 5, §506.

## **6.3 Minimum Enrollment Levels.**

The School will first open on or about August 2013 (the "Opening Date") with students in XXX to XXX provided the Minimum Enrollment Level is met. Should the School fail to achieve the Minimum Enrollment Level prior to the Opening Date, this Agreement may be terminated by IS upon 15 days written notice to the School. The Minimum Enrollment Level for each year of this Agreement shall be:

Year 1 – School year beginning in 2013 TBD  
Year 2 – School year beginning in 2014 TBD  
Year 3 – School year beginning in 2015 TBD  
Year 4 – School year beginning in 2016 TBD  
Year 5 – School year beginning in 2017 TBD

## **6.4 School Day and Year for Students.**

The normal school day shall be approximately XXX hours. The normal school year will consist of approximately XXX days of regular instruction for students. The School's calendar shall be developed annually by the Principal in consultation with IS, and shall extend from on or about XXX to on or about XXX with scheduled vacations.

## **6.5 School Policies**

The School and IS are committed to the success of the educational program set forth in the School Model and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, IS shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the School Model; and the School shall exercise good faith in considering and adopting IS' recommendations, so that the School Model may be properly implemented.

## **6.6 Due Process.**

With regard to student disciplinary matters, the School shall act in accordance with State and federal law. The School shall provide students due process hearings in conformity with the

requirements of State and federal law regarding discipline, special education, confidentiality and access to records.

### **6.7 Family Educational Rights and Privacy Act.**

The School hereby designates employees of IS as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (“FERPA”). IS, its officers and employees shall comply with FERPA at all times.

## **7. FINANCIAL ARRANGEMENTS**

### **7.1 Funding Eligibility.**

The Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School’s eligibility to receive from Delaware the per pupil allowance which the School is entitled under applicable law. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. IS shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit IS to review any such applications and reports prior to their submission, and IS shall have the right to assume control of the application and report process if and to the extent it reasonably deems it appropriate to do so.

### **7.2 Donations and Grants.**

Both the School and IS may solicit and receive grants and donations consistent with the mission of the School.

### **7.3 Extracurricular Fees.**

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

### **7.4 Service Fee.**

For the 12-month period beginning on July 1, 2012 (FY13), the School shall pay IS a total Planning Year Service Fee of \$XXX which will be divided into 4 equal monthly installments to be invoiced on a quarterly basis. IS shall invoice the school on October 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and June 30<sup>th</sup>. Each invoice covers the following months of rendered services.

October 1<sup>st</sup>: July 2012-September 2012

January 1<sup>st</sup>: October 2012- December 2012

April 1<sup>st</sup>: January 2013- March 2013

June 30<sup>th</sup>: April 2013- June 2013

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2013 (FY 2014), the School shall pay IS a total Operating Year 1 Service Fee of \$XXX which will be divided into 4 equal monthly installments of \$XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and June 30<sup>th</sup>. Each invoice covers the following months of rendered services.

October 1<sup>st</sup>: July 2013-September 2013  
January 1<sup>st</sup>: October 2013- December 2013  
April 1<sup>st</sup>: January 2014- March 2014  
June 30<sup>th</sup>: April 2014- June 2014

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2014 (FY 2015), the School shall pay IS a total Operating Year 2 Service Fee of \$XXX which will be divided into 4 equal monthly installments of \$XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and June 30<sup>th</sup>. Each invoice covers the following months of rendered services.

October 1<sup>st</sup>: July 2014-September 2014  
January 1<sup>st</sup>: October 2014- December 2014  
April 1<sup>st</sup>: January 2015- March 2015  
June 30<sup>th</sup>: April 2015- June 2015

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2015 (FY 2016), the School shall pay IS a total Operating Year 3 Service Fee of \$XXX which will be divided into 4 equal monthly installments of \$XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and June 30<sup>th</sup>. Each invoice covers the following months of rendered services.

October 1<sup>st</sup>: July 2015-September 2015  
January 1<sup>st</sup>: October 2015- December 2015  
April 1<sup>st</sup>: January 2016- March 2016  
June 30<sup>th</sup>: April 2016- June 2016

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2016 (FY 2017), the School shall pay IS a total Service Fee of \$XXX which will be divided into 4 equal monthly installments of \$XXX to be invoiced on a quarterly basis. IS shall invoice the school on October 1<sup>st</sup>, January 1<sup>st</sup>, April 1<sup>st</sup>, and June 30<sup>th</sup>. Each invoice covers the following months of rendered services.

October 1<sup>st</sup>: July 2016-September 2016

January 1<sup>st</sup>: October 2016- December 2016

April 1<sup>st</sup>: January 2017- March 2017

June 30<sup>th</sup>: April 2017- June 2017

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

Any additional services requested by the school and rendered by IS not covered in services outline in this contract will require an addendum to the contract wherein any additional payment terms will be outlined and mutually agreed upon by both parties.

#### **7.5 IS Not Required to Make Loans or Advances.**

IS shall have no obligation to advance or loan any funds to the School.

### **8. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION**

#### **8.1 Marks and Proprietary Information.**

The School agrees that to the extent permitted by law, IS and all associated sub-contractors shall own all Marks and all Proprietary Information, provided that the School shall have the non-exclusive, perpetual, and royalty-free license to use the Proprietary Information for the purpose of operating the School (the "License"). IS and all associated subcontractors shall have the sole and exclusive right to license such materials for use by other school districts or customers or to modify and/or sell such material to other school districts and customers. During the Term, IS and associated sub-contractors may disclose such Proprietary Information, including that which is currently in existence as well as that which may be created in the future. The School shall not disclose, publish, copy, transmit, modify, alter or utilize such Proprietary Information during the Term or at any time after the expiration of this Agreement other than to the extent necessary for implementation of this Agreement or the operation of the School. The School shall use such efforts as may be reasonably requested by IS to assure that no School personnel or agents disclose, publish, copy, transmit, modify, alter or utilize IS' Proprietary Information without IS' prior written consent, except as required for the operation of the school.

#### **8.2 Treatment of Confidential Information.**

- (a) Confidential Information. The School acknowledges that prior to the Term, IS may have disclosed, and during the Term IS may disclose, Confidential Information to the School. The School agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the

School will not use Confidential Information for any purpose other than those provided for herein or the operation of the School.

- (b) Protection of Confidential Information. The School shall preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to any persons, entities, and/or firms other than those authorized by IS to receive such information, except in connection with the operation of the School.
- (c) Use of Confidential Information. The School agrees that the Confidential Information: (i) shall be used solely in furtherance of this Agreement or the operation of the School, and shall not otherwise be used for the benefit of others; (ii) shall not be copied or reproduced by the School without the express written permission of IS, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement or the operation of the School; and (iii) shall not be disclosed to any third party without the prior written consent of IS, except in connection with the operation of the School. The School agrees that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the School becomes aware of any infringement or alleged instance of infringement, the School agrees to notify IS promptly in writing.
- (d) Return of Confidential Information. The School will promptly deliver to IS any and all Confidential Information, including all written and electronic copies, in the School's possession or control upon termination or expiration of this Agreement or upon request by IS, except in connection with the operation of the School.
- (e) Rights to Confidential Information. Except as required for the Parties' performance hereunder or the operation of the School, nothing in this Agreement shall be construed to require IS to provide, or to entitle the School to obtain, any Confidential Information or any rights therein. The School agrees that these confidentiality obligations shall survive the expiration or termination of this Agreement for five years.
- (f) Specific Performance. In addition to all of the remedies otherwise available to IS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, IS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of IS' remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that IS' rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

## 9. INDEMNIFICATION

### **9.1 Survival of Representations and Warranties.**

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

### **9.2 Indemnification of the School.**

IS shall hold the School and its trustees, officers, successors, assigns, and agents (the “School Indemnified Persons”) harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs (“Claims”), plus reasonable attorneys’ fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in *The Wall Street Journal*, from time to time prevailing (collectively, the “Indemnified Claims”), incurred or to be incurred by any School Indemnified Person resulting from or arising out of, directly or indirectly, any breach or violation of IS representations, warranties, covenants, or agreements contained in this Agreement.

### **9.3 Indemnification of IS**

The School shall hold IS, trustees and affiliates, and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them, harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of, directly or indirectly, any breach or violation of the School’s representations, warranties, covenants or agreements contained in this Agreement.

### **9.4 Limitation on Claims of the School**

Notwithstanding anything in this Agreement to the contrary, IS shall have no liability for any Claim and IS shall have no obligations or liabilities pursuant to Section 9.2:

- (a) until the aggregate of the Claims suffered or incurred by the School exceeds Five Thousand Dollars (\$5,000) (the “Deductible”). After the Deductible has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by the School, the amount of any income tax savings actually realized by the School as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;
- (b) to the extent such liabilities exceed the lesser of (i) the Service Fee paid to IS during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received by the School for an insured event under insurance policies referenced in this Agreement; and
- (c) if the claim for indemnification is made pursuant to Section 9.2, to the extent that IS can demonstrate that the School had, prior to the effective date of this Agreement, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the effective date of this Agreement.

## 9.5 Limitation on Claims of IS

Notwithstanding anything in this Agreement to the contrary, the School shall have no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

- (a) until the aggregate of the Claims suffered or incurred by IS exceeds the Deductible. After the Deductible has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by IS, the amount of any income tax savings actually realized by IS as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;
- (b) to the extent such liabilities exceed the lesser of (i) the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received by IS for an insured event under insurance policies referenced in this Agreement; and
- (c) if the claim for indemnification is made pursuant to Section 9.3, to the extent that the School can demonstrate that IS had, prior to the effective date of this Agreement, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the effective date of this Agreement.

## 9.6 Indemnification of Third-Party Claims

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a “Third Party Claim”) shall be subject to the following terms and conditions:

- (a) Notice and Defense. The Party to be indemnified (the “Indemnified Party”) will give the Party from whom indemnification is sought (the “Indemnifying Party”) prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party’s duty or obligations under this Article 9, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.
- (b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the

defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

- (c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result
- (d) of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

## **9.7 Payment**

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

## **9.8 Adjustment of Liability**

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

## **10. TERM AND TERMINATION**

### **10.1 Term.**

This Agreement shall have an initial term commencing on the Effective Date and ending on the anniversary of the Effective Date in the year of the first renewal of the charter (the “Initial Term”) In no event shall any such renewal or renegotiations extend beyond the effective date of any subsequent Charter Contract granted by the Authorizer.

## **10.2 Termination by the School.**

The School may terminate this Agreement in accordance with the following provisions:

- (a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term “for cause” shall mean:
- i. IS becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, makes an assignment for the benefit of creditors, or does not have sufficient financial resources to perform its obligations under this Agreement in the ordinary course;
  - ii. a Regulatory Authority has revoked any license which may be required for IS to carry on its business and perform its obligations and functions under the Charter Contract;
  - iii. IS violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;
  - iv. IS materially breaches any of the material terms and conditions of this Agreement, which results in material adverse consequences to the School;
  - v. the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the “Goals and Objectives” section of the Charter application, after a period of at least three years from the Effective Date of this Agreement;
  - vi. the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;
  - vii. the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State statute, or does so; or
  - viii. the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School’s Charter Contract with the Authorizer violates the School’s, the Authorizer’s or the State’s responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

- ix. If sufficient funds are not appropriated by the schools, or other appropriate federal or state agency, to sustain in whole or in part the CMO's performance under this agreement; or if such appropriation is reduced such that the amount of the appropriation is insufficient to sustain said performance.
- (b) IS Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give IS written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, IS shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, the School may immediately terminate the Agreement.
- (c) If the School terminates this Agreement in accordance with Section 10.2(a)(v) the school will owe IS any services rendered, but yet unpaid for up to the last day of services the date and amount of which is to be mutually agreed upon in writing by both parties.

### **10.3 Termination by IS.**

IS may terminate this Agreement in accordance with the following provisions:

- (a) Termination For Cause. Subject to the provisions of subparagraph (b) below, IS may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:
  - i. the School materially breaches any of the material terms and conditions of this Agreement;
  - ii. the School fails to comply with its Certificate of Incorporation or Bylaws and such failure materially and adversely affects the ability of the school to operate as contemplated by this Agreement;
  - iii. the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to IS or to the School;
  - iv. the School takes any action which materially interferes with the ability of IS to perform under this Agreement;
  - v. the School's Operating Board overrides IS' recommendation to terminate the employment of a Principal, or overrides more than two (2) of IS' hiring recommendations, as described in Section 4.5;
  - vi. the School refuses or willfully fails to follow any direction of IS related to implementation of the School Model;

- vii. the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;
  - viii. the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State statute, or does so; or
  - ix. the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.
- (b) **School Right to Cure.** Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), IS shall give the School a Termination Notice specifying the section of this Agreement upon which IS is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, IS may immediately terminate the Agreement.
- (c) **Inadequate Fee.** IS may terminate this Agreement in the event that the school has insufficient funds to sustain in whole or in part the IS' performance under this agreement; or if funding to the school is reduced such that the amount of the funds are insufficient to sustain said performance.
- (d) If the School terminates this Agreement in accordance with any of the provisions in Section 10.3 the school will owe IS any services rendered, but yet unpaid for up to the last day of services, the date and amount of which is to be mutually agreed upon in writing by both parties.

#### **10.4 Termination Upon Agreement of the Parties.**

This Agreement may be terminated upon written agreement of the Parties.

#### **10.5 Avoidance of Disruptions to Students.**

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

#### **10.6 Payment of Service Fee.**

Upon termination of this Agreement, the School shall pay IS any previously unpaid portion of the Service Fee for services performed by IS until the time of termination.

#### **10.7 Assistance Following Termination by IS.**

In the event of termination of this Agreement by IS, IS shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the “Termination Assistance Period”), to assist in the transition to another School management plan. During the Termination Assistance Period, IS will be entitled to receive and the School shall continue to pay IS’ Service Fee and shall reimburse IS for all reasonable expenses incurred by IS in providing such transition assistance.

#### **10.8 Marks and Proprietary Information.**

Subject to the License, upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School’s corporate name or documents includes any of the Marks, including but not limited to the IS or any of IS’ sub-contractors’ name and logo, and unless expressly agreed to in writing by IS, the School shall immediately change such name so that it does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.

### **11. MISCELLANEOUS**

#### **11.1 Governing Law.**

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the state of Delaware, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of Delaware and shall govern. If any action is brought to enforce an arbitral award rendered pursuant to Section 11.2, venue for such action shall be in the courts of

Delaware located in the School’s county or the courts of the United States serving Delaware. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

#### **11.2 Alternative Dispute Resolution.**

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a “Dispute”), except for a claim by IS relating to its intellectual property rights (including under Article 8 or Section 10.9 of this Agreement), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty days

from the notice of intent to negotiate, either Party may give written notice to the other (in accordance with Section 11.10) that the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) Binding Arbitration Except With Respect to Intellectual Property. Any Dispute, except for a claim by IS relating to its intellectual property rights (including under Article 8 or Section 10.9 of this Agreement), will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the “Arbitration Rules”), except as stated below in this clause (b). A claim by IS relating to its intellectual property rights (including under Article 8 or Section 10.9 of this Agreement) shall not be subject to arbitration absent further agreement by the parties. Within seven calendar days following the giving by either Party of a written notice to arbitrate, (1) each Party shall designate its panel representative and (2) the Party giving notice to arbitrate shall also give notice to Delaware Department of Education of such intent to arbitrate, and shall request that such office designate a third representative. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence in its behalf, but strict rules of evidence shall not apply. The arbitrators shall permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the matters in controversy together with their award. They shall issue their award within 30 days following the close of the hearing, and judgment upon the award may be entered in any court having jurisdiction thereof.

(c) Notices. All notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the Notice provision of this Agreement.

(d) Award, Confirmation. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages. Any award rendered by the arbitrator(s) may be entered as a judgment or order and confirmed or enforced by either Party in any State or federal court having competent jurisdiction thereof. This Agreement concerns transactions involving commerce among the several states.

(e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a claim by IS under Article 8 or Section 10.9, which claim is not subject to arbitration, no Party may seek judicial relief. In the event any Party violates this provision and brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party’s costs and expenses (including, without limitation, court costs and attorneys’ fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing or opposing such action or opposing confirmation of such award does not prevail, such Party will

pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

(f) Waiver of Jury Trial. The Parties knowingly and willingly waive the right to a jury trial of any Dispute, whether or not subject to this arbitration provision and including any Dispute included within this arbitration provision but found not to be subject to arbitration for any reason.

### **11.3 Breach and Waiver.**

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision 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.

### **11.4 No Third Party Beneficiary Rights.**

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or IS in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

### **11.5 Negligent, Wrongful or Unlawful Acts of a Party.**

Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors

### **11.6 Delegation of Authority.**

Nothing in this Agreement shall be construed as delegating to IS any of the powers or authority of the School or the Operating Board, which are not subject to delegation by the School or the Operating Board under applicable State law or under the Charter Contract.

### **11.7 Compliance with Laws.**

Unless specifically waived by appropriate governmental authority, IS shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of Delaware and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

### **11.8 Incorporation of Recitals and Appendices.**

The recitals to this Agreement and any appendices referred to in this Agreement are hereby incorporated herein as an integral part of this Agreement.

### **11.9 Inspection and Access to Records.**

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

### **11.10 Notices.**

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

If to Innovative Schools:

Attn: Debbie Doordan  
Innovative Schools  
100 W. 10<sup>th</sup> Street Suite 403  
Wilmington, DE 19801  
Tel: (302) 656-4737 ext 33  
Fax: (302) 656-4738

If to the School:

Attn:  
School Address:  
Tel:  
Fax:

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

### **11.11 Defined Terms and Use of Terms.**

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

#### **11.12 Section Headings.**

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

#### **11.13 Exhibits and Schedules.**

Each exhibit and each schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibits or schedules, the terms and provisions of this Agreement shall control.

#### **11.14 Entire Agreement.**

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded hereby.

#### **11.15 Modifications and Amendments; No Parol Evidence.**

\ This Agreement (including any exhibits and schedules to this Agreement) is the entire agreement between the Parties, and may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Operating Board and by IS' Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

#### **11.16 Assignment.**

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

#### **11.17 Counterparts.**

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

#### **11.18 No Partnership.**

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

#### **11.19 Further Assurances.**

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a License in customary

form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

#### **11.20 Severability.**

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

#### **11.21 Survival.**

The provisions of Articles 2, 8 and 9, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.4, 11.5, 11.6, 11.8, [11.9], 11.10, 11.11, 11.12, 11.13, 11.14, 11.15, 11.20, 11.21, this Section 11.21, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provisions that is stated to extend for a specified period of time shall survive only for such specified period of time.

#### **11.22 Negotiated Agreement.**

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

**- SIGNATURES ARE ON THE FOLLOWING PAGE -**

IN WITNESS WHEREOF, the Parties have read, understood all terms and provisions in this agreement and executed and delivered this Agreement as of the date first written above.

**THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES INNOVATIVE SCHOOLS DEVELOPMENT CORPORATION.**

\_\_\_\_\_  
Debbie Doordan  
Executive Director, Innovative Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Charter School Board President  
Title, Charter School

\_\_\_\_\_  
Date

**JOB TITLE: PROJECT MANAGER**

**OVERVIEW:** Innovative Schools is a local, non-profit public school support organization. We empower Delaware educators and communities to adopt modern school models proven to inspire passionate teaching and learning.

As a comprehensive Center for School Innovation, we provide the strategies, tools, and ongoing support needed to select the right school model and ensure its successful operation. We provide schools with services in three key areas: Innovative School Models, Innovative School Staffing, and Innovative School Solutions.

**Primary Role and Responsibilities**

The Project Manager, an employee of Innovative Schools, will support the School's Leadership Team by coordinating Charter Management Organization resources provided by Innovative Schools and its subcontractor/school design partner, related to the school's academic program, operations, culture, school assessment and accountability, community relations and strategic planning. The ideal candidate will enjoy working in a fast paced environment, can manage many competing priorities, and can work effectively under deadlines. The Project Manager will report directly to Innovative Schools and will work closely with School's leader, University Liaison, and Operations Manager.

**Qualifications**

- Willingness to do whatever it takes to create and maintain an orderly, effective school organization;
- Detail oriented, strong follow-through skills;
- Ability to take initiative, prioritize tasks, and work independently;
- Excellent computer skills including Microsoft Office; especially Outlook, Word and Excel;
- Strong time management skills; ability to manage multiple tasks simultaneously and meet tight deadlines;
- Demonstrated flexibility, maturity and ability to accomplish competing priorities;
- Strong written and oral communication skills; demonstrates strong interpersonal skills with students, parents, colleagues and community members;
- Interest in performing a critical support role and the ability to excel in a fast-paced, entrepreneurial, results-oriented environment;
- Ability to maintain a calm, professional demeanor in the face of competing demands and external pressures;
- Prior experience working in schools and/or urban communities; relentless commitment to mission of educating urban students;
- Bachelor's degree required masters preferred; and
- Teaching experience strongly preferred; 2-3 years of administrative experience working with an education agency preferred but not required.
- Experience with project management preferred;

- Be detail-oriented and self-directed and able to work independently on short- and long-term projects;
- Act as an initiator, problem-solver, and creative thinker.

### **Essential Duties and Responsibilities**

- Demonstrate a relentless commitment to the mission of the school;
- Ensure an orderly, responsive, friendly and open school;
- Coordinate and manage all supports provided by Innovative Schools and its subcontractor/school design partner
- Implement and enhance the school's systems and culture;
- Assist with student recruitment
- Communicate effectively with students, families, and colleagues;
- Commit himself/herself to professional growth;
- Participate actively in faculty meetings, administrative team meetings and other meetings;
- Assist in grade-level and school-wide activities;
- Adhere to the policies, standards, and school-wide responsibilities described in the School's Charter School application
- Create an accountability plan to ensure the successful delivery of all CMO related school wide initiative ;
- Work with school staff to collect and analyze school performance
- Work with school staff to transition knowledge about the school's unique academic program and operations, to build capacity and institutional memory at the school site.

### **Physical and Mental Requirements:**

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing
- Must possess a valid driver's license and have access to a personal vehicle to drive to other locations (travel expenses will be reimbursed at the school's standard mileage rate)

LICENSE NO. 2003104464 DORBL

STATE OF DELAWARE

VALID

POST CONSPICUOUSLY

DIVISION OF REVENUE

01/01/11 - 12/31/11  
NOT TRANSFERABLE

DLN: 11 50222 90  
BUSINESS CODE 099  
GROUP CODE 007

LICENSED ACTIVITY  
PROFESSIONAL AND/OR PRSL SRVCS-UNCLASSIFIED  
PROFESSIONAL AND/OR PERSONAL SERVICES

DATE ISSUED: 01/13/11

\*\*VALIDATED\*\*

2011

LICENSE FEE: \$ 75.00

MAILING ADDRESS

BUSINESS LICENSE

BUSINESS LOCATION

#BWNKHPs  
#193X EUW0 1LM0 V0Q6#  
INNOVATIVE SCHOOLS DEVELOPMENT  
100 W 10TH ST STE 403  
WILMINGTON DE 19801-1643



INNOVATIVE SCHOOLS DEVELOPMENT  
100 W 10TH ST STE 403  
WILMINGTON DE 19801-1643

IS HEREBY LICENSED TO PRACTICE, CONDUCT OR ENGAGE IN THE OCCUPATION  
OR BUSINESS ACTIVITY INDICATED ABOVE IN ACCORDANCE WITH THE LICENSE  
APPLICATION DULY FILED PURSUANT TO TITLE 30, DEL CODE.

PATRICK T. CARTER

DIRECTOR OF REVENUE

Name of School /Client	County	Service Provided	Dates of Service	Brief Summary of Student Performance (or operational performance??)
Family Foundations Academy	New Castle	• Curriculum Alignment	2009	Family Foundations is currently rated superior.
		• Professional Development: Learning Focused	2010-present	
		• Cultural Competency Training: Ensemble	2009-2010	
		• Facilities	2010-2011	
		• Charter Shield: Gap Analysis	2009	
		• Marketing	2011-present	
		• Back Office Support	2008-2011	
		• Information Technology Support	2010-present	
		• Grant Writing	2009	
		• Loan Guaranty Fund	2006	
Odyssey Charter School		• Curriculum Alignment	2009	Odyssey Charter School is currently rated superior.
		• New School Development Charter Application Support	2009	
		• Loan Guaranty Fund	2006	
Reach Academy	New Castle	• Curriculum Alignment	2009	Reach Academy (opened in 2010) is currently on probation for issues related to school governance and financials. They are currently not rated, as schools are not rated until after their second year of assessment.
Delaware Academy of Public Safety and Security	New Castle	• New School Development Charter Application Support	2008-2010	Not Applicable. Delaware Academy of Public Safety and Security opened in the fall of 2011 and there is currently no performance data for this school.
		• Back Office Support	2010-present	
Campus Community Charter School	Kent	• Charter Shield: Gap Analysis	2009	Campus Community is currently on academic watch.

Pencader Business and Finance Charter School	New Castle	• Charter Shield: Gap Analysis	2009	Pencader is currently on probation for issues related to school financials. They are currently rated commendable.
		• Back Office Support	2011-present	
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Academy of Dover	Kent	• Marketing	2007-present	Academy of Dover is currently rated superior.
		• Back Office Support	2006-present	
		• Information Technology Support	2006-present	
		• Model Staffing Initiative: Instructional Culture Survey	2011	
		• Governance: Charter Renewal Support	2011	
		• Development and Fundraising	2007-2008	
Learning Link of Delaware	New Castle	• Marketing	2009	Not applicable. This is not a school based organization, achievement data is not calculated for this organization.
		• Information Technology Support	2010-present	
		• Book Keeping/Accounting	2009	
Las Americas ASPIRA Academy	New Castle	• New School Development Charter Application Support	2009	Not Applicable. Las Americas Aspira opened in the fall of 2011 and there is currently no performance data for this school.
		• Back Office Support	2009-2011	
		• Information Technology Support	2011	
		• Loan Guaranty	2008-present	
Christina School District	New Castle	• Information Technology Support		
		• Needs Assessment	2010/2011	
Prestige Academy	New Castle	• Information Technology Support	2009-present	Prestige Academy is currently a superior rated school in its fourth year of operation.
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Delaware College Prep Academy	New Castle	• Loan Guaranty Fund	2008	Delaware College Prep was rated superior during the initial testing year, but
Maurice J. Moyer Academy	New Castle	• Loan Guaranty Fund	2006-present	Moyer Academy (re-opened in 2011) is currently not rated, as schools are not
		• Back Office Support	2006-2009	

		<ul style="list-style-type: none"> <li>Information Technology</li> </ul>	2008	rated until after their second year of assessment, they are currently considered a new school.
Thomas Edison Charter School	New Castle	<ul style="list-style-type: none"> <li>Cultural Competency Training: Ensemble</li> </ul>	2009	Edison Charter School is currently rated superior.
		<ul style="list-style-type: none"> <li>Grant Writing</li> </ul>	2009	
Delaware Department of Education	Kent	<ul style="list-style-type: none"> <li>Grant Writing</li> </ul>	2010	Not applicable. This is not a school based organization, achievement data is not calculated for this organization.
Sussex Academy of Arts and Sciences	Sussex	<ul style="list-style-type: none"> <li>Back Office Support</li> </ul>	2009-present	Sussex Academy is currently rated superior.
		<ul style="list-style-type: none"> <li>New School Development</li> </ul>	2011	
East Side Charter School	New Castle	<ul style="list-style-type: none"> <li>Back Office Support</li> </ul>	2010-2011	East Side Charter School is currently rated commendable
		<ul style="list-style-type: none"> <li>Model Staffing Initiative: Instructional Culture Survey</li> </ul>	2011	
Seaford High School	Sussex	<ul style="list-style-type: none"> <li>New School Development</li> </ul>	2010-present	Seaford High School is currently on Academic Watch.

## Budget Narrative for the DSU Early College

### State Funds

Line 1 – The state funds recorded in the budget were derived from the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel.

Line 2 – The School district Local Fund Transfers amounts shown on line two were derived from the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel.

Line 3 – Carryover funds from prior fiscal year budgets were brought forward.

Line 4 through 13, excluding line 8– The proposed site for the school is within the Capital. Therefore, the salary schedules of the Capital were used as a base for salary calculations. The salaries on all lines, except line 8, were calculated using ninety percent (90%) of the Capital salary schedule. Movement on the salary schedule was calculated, as was the increase in FTE's for each year the school grows.

Line 8 – The administrative salaries for the school were calculated by comparing the size of the school with other like charter schools.

Line 14 – Line 14 is automatically calculated, OECs are currently at 28.53%.

Line 15 – The amount of \$8,611, the amount on the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel, was used to indicate state share for health insurance. Because the amount of state share is provided by the state according to the insurance selected by the employee, this is a pass-through amount. Actual amounts will be adjusted when the school is in operation.

Line 16 – The school will offer no additional health benefits.

Line 17 – The amount indicated for transportation of students was derived by using ninety-five percent (95%) of the amount indicated on the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel.

Line 18 –Extra-curricular events will be paid by the groups initiating the outing.

Line 19 – Cafeteria funding is based on the current reimbursement rates issued by the USDA. Cafeteria figures are included in “other” funding as child nutrition is to operate independently.

Line 20 – Extra Curricular has not been established at this point.

Line 21 – Supplies and Materials were budgeted on a per pupil basis.

Line 22 – Textbooks costs were based on actual amounts from vendor listings.

Line 23 – Curriculum costs are included in the CMO fees.

Line 24 – Professional Development costs are included in the CMO fees.

Line 25 – Assessments costs are incorporated within the CMO costs.

Line 26 – Other educational programs are not budgeted.

Line 27 – Therapists costs are estimated on a probable need at current fee rates; the amount budgeted in included in “Contracted Service,” line 31.

Line 28 – Classroom technology costs were determined by a technology consultant as part of the technology plan.

Line 29 – School Climate costs are not budgeted as the school model does not require a separate line item.

Line 30 – Computers are included within the classroom technology costs and include a laptop for each student.

Line 31 – Contracted services are based on projected costs for student population.

Line 32 – Other costs have not been budgeted at this time.

Line 33 – Insurance estimate is a based on information prepared by an insurance professional with experience with charter schools in Delaware.

Line 34 – Rent costs are based on information obtained from a consultant and includes the installation cost of the modular units.

Line 35 – There will be no mortgage in the initial charter.

Line 36 – Utilities are based information obtained from the modular components quotes.

Line 37 – Maintenance will be provided by the University.

Line 38 – Telephone/Communications for student support are within the technology plan.

Line 39 – Construction is not part of the school budget.

Line 40 – Funds for renovations are not needed.

Line 41 – Other funds are not budgeted.

Line 42 – Equipment leases will include copier equipment for the school.

Line 43 – Equipment purchased for administrative use is included in the technology plan.

Line 44 - Supplies and materials for administrative use were estimated based on number of staff and students.

Line 45 – Printing and copying expenses are included in administrative and student support supplies, estimated based on student enrollment. Printing for marketing and recruiting are included in the CMO fees.

Line 46 – Postage and shipping are estimated based on student enrollment. Postage for marketing and recruitment are included in the CMO fees.

Line 47 – Expenses for enrollment and recruitment are included in the CMO fees.

Line 48- Expenses for staffing recruitment and assessment are included in the CMO fees.

Line 49 – Costs associated with the Technology Plan were prepared by a professional consultant. The costs are included in the classroom computers line of this budget.

Lines 51 – 55 – The CMO fees are for services to include marketing, recruiting, staffing, professional development, board training, as well as back office services that will include human resources, payroll, benefits administration, COBRA processing, pension counseling and processing, budgeting, financial reporting, accounts payable, accounting receivable, procurement, and entry into the state's PHRST and FSF systems.

### **Federal Funds**

Line 1 – The federal start up grant funds were pre-loaded in the budget when received from DDOE.

Line 2 – The Entitlement funds included are the amounts awarded to a charter school with a similar program and enrollment.

Line 3 – Carryover funds from prior fiscal year budgets were brought forward.

Lines 4 through 13 – At this time, no salaries are budgeted to be paid from federal funds.

Line 14 – Line 14 would be automatically calculated, OECs are currently at 28.53%.

Line 15 – The amount of \$8,611, the amount on the Charter School Web Site Revenue Estimates worksheet provided by Scott Kessel, will be used, should any employment costs be budgeted for federal funds.

Line 16 – The school will offer no other health benefits.

Line 17 – There are no transportation costs budgeted for transportation at this time.

Line 18 –Extra-curricular events will be paid by the groups initiating the outing.

Line 19 – There is no cafeteria activity budgeted for federal funds at this time.

Line 20 – Extra Curricular has not been budgeted for federal funds at this time.

Line 21 – Supplies and Materials were budgeted based on program needs.

Line 22 – Textbooks costs were based on actual amounts from vendor listings.

Line 23 – Curriculum costs are included in the CMO fees.

Line 24 – Professional Development costs are included in the CMO fees.

Line 25 – Assessments are included in the CMO fees.

Line 26 – Other educational programs are not budgeted at this time.

Line 27 – Therapists costs are not budgeted with federal funds.

Line 28 – Classroom technology costs were determined by a technology consultant as part of the technology plan.

Line 29 – School Climate costs were are not budgeted with federal funds.

Line 30 – Computers are included within the classroom technology costs.

Line 31 – Contracted services are based on needs of students.

Line 32 – Other

Line 33 – Insurance estimates are not budgeted with federal funds.

Line 34 – Rent costs are not budgeted with federal funds.

Line 35 – There will be no mortgage in the initial charter.

Line 36 – Utilities are not budgeted with federal funds.

Line 37 – Maintenance is not budgeted for federal funds.

Line 38 – Telephone/Communications for student support are within the technology plan.

Line 39 – Construction is not part of the school budget.

Line 40 – Renovations are not budgeted.

Line 41 – Other

Line 42 – Equipment leases are not budgeted with federal funds.

Line 43 – Equipment purchased for administrative are not budgeted with federal funds.

Line 44 - Supplies and materials for administrative use are not budgeted with federal funds.

Line 45 – Printing and copying expenses are not budgeted with federal funds.

Line 46 – Postage and shipping are not budgeted with federal funds.

Line 47 – Expenses for enrollment and recruitment are not budgeted with federal funds.

Line 48- Expenses for staffing recruitment and assessment are not budgeted with federal funds.

Line 49 – Costs associated with the Technology Plan were prepared by a professional consultant. The costs are included in the classroom computers line of this budget.

Lines 51 – 55 – The CMO fees are for services to include marketing, recruiting, staffing, professional development, board training, as well as IT, and back office services that will include human resources, payroll, benefits administration, COBRA processing, pension counseling and processing, budgeting,

financial reporting, accounts payable, accounting receivable, procurement, and entry into the state's PHRST and FSF systems.

#### Other Funds

Line 5 – Cafeteria funds under “Other Funds” represent the funding and expenditures anticipated from participation in the USDA child nutrition program.

Charter School Application Budget Worksheet											Page 1
State Local & Loan Revenue		12-13		13-14		14-15		15-16		16-17	
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	State Appropriations	\$0		\$783,004		\$1,422,411		\$2,036,165		\$2,619,434	
2	School District Local Fund Transfers	\$0		\$143,956		\$259,424		\$374,331		\$489,799	
3	Prior Year Carryover Funds	\$0		\$0		\$86,590		\$53,526		\$61,734	
STATE LOCAL & LOANS REVENUE		\$0		\$926,960		\$1,768,425		\$2,464,022		\$3,170,967	
State Local & Loans Expenses											
		YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	\$0	0.00	\$155,502	4.00	\$427,631	11.00	\$699,759	18.00	\$894,137	23.00
5	Special Education Teachers	\$0	0.00	\$38,876	1.00	\$38,876	1.00	\$77,751	2.00	\$116,627	3.00
6	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$19,438	0.50	\$0	0.00	\$0	0.00	\$0	0.00
7	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8	Principal/Administrative	\$0	0.00	\$65,000	1.00	\$116,300	2.00	\$118,626	2.00	\$120,999	2.00
9	Nurse	\$0	0.00	\$38,876	1.00	\$38,876	1.00	\$38,876	1.00	\$38,876	1.00
10	Clerical	\$0	0.00	\$0	0.00	\$28,183	1.00	\$28,183	1.00	\$56,365	2.00
11	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Other Employer Costs (28.53 % of Salaries)	\$0		\$90,638		\$185,407		\$274,800		\$350,064	
15	Health Insurance	\$0		\$64,583		\$137,776		\$206,664		\$266,941	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$472,912	7.50	\$973,049	16.00	\$1,444,659	24.00	\$1,844,009	31.00
Student Support											
17	Transportation	\$0		\$93,219		\$167,794		\$213,869		\$316,944	
18	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
19	Cafeteria	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0		\$6,250		\$11,250		\$6,250		\$21,250	
22	Textbooks	\$0		\$969		\$4,570		\$1,062		\$15,550	
23	Curriculum	\$0		\$0		\$0		\$0		\$0	
24	Professional Development	\$0		\$0		\$0		\$0		\$0	
25	Assessments	\$0		\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
27	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
28	Classroom Technology	\$0		\$33,015		\$0		\$54,323		\$0	
29	School Climate	\$0		\$0		\$0		\$0		\$0	
30	Computers	\$0		\$0		\$0		\$0		\$0	
31	Contracted Services	\$0		\$10,000		\$10,000		\$10,000		\$10,000	
32	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL STUDENT SUPPORT		\$0		\$143,453		\$193,614		\$285,504		\$363,744	
Operations and Maintenance of Facilities											
33	Insurance (Property/Liability)	\$0		\$22,000		\$22,000		\$22,000		\$22,000	
34	Rent	\$0		\$129,166		\$275,000		\$350,000		\$425,000	
35	Mortgage	\$0		\$0		\$0		\$0		\$0	
36	Utilities	\$0		\$61,589		\$76,986		\$92,876		\$116,274	
37	Maintenance	\$0		\$0		\$0		\$0		\$0	
38	Telephone/Communications	\$0		\$2,500		\$2,500		\$2,500		\$2,500	
39	Construction	\$0		\$0		\$0		\$0		\$0	
40	Renovation	\$0		\$0		\$0		\$0		\$0	
41	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES		\$0		\$215,255		\$376,486		\$467,376		\$565,774	
Administrative/Operations Support											
42	Equipment Lease/Maintenance	\$0		\$5,000		\$5,000		\$5,000		\$5,000	
43	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
44	Supplies and Materials	\$0		\$2,500		\$4,500		\$6,500		\$8,500	
45	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
46	Postage and Shipping	\$0		\$1,250		\$2,250		\$3,250		\$4,250	
47	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
48	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
49	Technology Plan	\$0		\$0		\$0		\$0		\$0	
50	Other (Loan Repayment)	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT		\$0		\$8,750		\$11,750		\$14,750		\$17,750	
Management Company											
51	Fees	\$0		\$0		\$160,000		\$190,000		\$315,000	
52	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
53	Curriculum	\$0		\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
55	Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY		\$0		\$0		\$160,000		\$190,000		\$315,000	
STATE LOCAL & LOANS EXPENDITURES		\$0		\$840,370		\$1,714,899		\$2,402,289		\$3,106,277	
56	# Students	0		125		225		325		425	
REVENUE LESS EXPENDITURES		\$0		\$86,590		\$53,526		\$61,734		\$64,689	
2% CONTINGENCY CHECK		\$0.00		\$18,539.20		\$35,368.50		\$49,280.45		\$63,419.33	

Charter School Application Budget Worksheet										Page 1
Federal Funds										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1	Federal Start Up Grant Funds	\$125,000	\$300,000		\$300,000		\$0		\$0	
2	Entitlement Funding	\$0	\$83,494		\$83,494		\$83,494		\$83,494	
3	Other Federal Grants	\$0	\$0		\$0		\$0		\$0	
	FEDERAL REVENUE	\$125,000	\$383,494		\$383,494		\$83,494		\$83,494	
FEDERAL Expenses										
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs										
		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	\$0 0.00	\$38,876 1.00		\$0 0.00		\$0 0.00		\$0 0.00	
5	Special Education Teachers	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
6	Special Teachers (phys Ed, Art, Music)	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
7	Counselors	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
8	Principal/Administrative	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
9	Nurse	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
10	Clerical	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
11	Custodial	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
12	Substitutes	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
13	Other	\$0 0.00	\$0 0.00		\$0 0.00		\$0 0.00		\$0 0.00	
14	Other Employer Costs (28.53 % of Salaries)	\$0	\$11,091		\$0		\$0		\$0	
15	Health Insurance	\$0	\$8,611		\$0		\$0		\$0	
16	Other Benefits	\$0	\$0		\$0		\$0		\$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0 0.00	\$58,578 1.00		\$0 0.00		\$0 0.00		\$0 0.00	
Student Support										
17	Transportation	\$0	\$0		\$0		\$0		\$0	
18	Extra Curricular Transportation	\$0	\$0		\$0		\$0		\$0	
19	Cafeteria	\$0	\$0		\$0		\$0		\$0	
20	Extra Curricular	\$0	\$0		\$0		\$0		\$0	
21	Supplies and Materials	\$0	\$0		\$0		\$10,000		\$0	
22	Textbooks	\$0	\$19,000		\$20,000		\$10,000		\$0	
23	Curriculum	\$0	\$0		\$0		\$0		\$0	
24	Professional Development	\$0	\$0		\$0		\$0		\$0	
25	Assessments	\$0	\$0		\$0		\$0		\$0	
26	Other Educational Program	\$0	\$0		\$0		\$0		\$0	
27	Therapists (Occupational, Speech)	\$0	\$0		\$0		\$0		\$0	
28	Classroom Technology	\$0	\$105,000		\$127,664		\$60,000		\$0	
29	School Climate	\$0	\$0		\$0		\$0		\$0	
30	Computers	\$0	\$0		\$0		\$0		\$0	
31	Contracted Services	\$0	\$0		\$0		\$0		\$0	
32	Other	\$0	\$0		\$0		\$0		\$0	
	SUBTOTAL STUDENT SUPPORT	\$0	\$124,000		\$147,664		\$80,000		\$0	
Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	\$0	\$0		\$0		\$0		\$0	
34	Rent	\$0	\$0		\$0		\$0		\$0	
35	Mortgage	\$0	\$0		\$0		\$0		\$0	
36	Utilities	\$0	\$0		\$0		\$0		\$0	
37	Maintenance	\$0	\$0		\$0		\$0		\$0	
38	Telephone/Communications	\$0	\$0		\$0		\$0		\$0	
39	Construction	\$0	\$0		\$0		\$0		\$0	
40	Renovation	\$0	\$0		\$0		\$0		\$0	
41	Other	\$0	\$0		\$0		\$0		\$0	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0	\$0		\$0		\$0		\$0	
Administrative/Operations Support										
42	Equipment Lease/Maintenance	\$0	\$0		\$0		\$0		\$0	
43	Equipment Purchase	\$0	\$0		\$0		\$0		\$0	
44	Supplies and Materials	\$0	\$0		\$0		\$0		\$0	
45	Printing and Copying	\$0	\$0		\$0		\$0		\$0	
46	Postage and Shipping	\$0	\$0		\$0		\$0		\$0	
47	Enrollment / Recruitment	\$0	\$0		\$0		\$0		\$0	
48	Staffing (recruitment and assessment)	\$0	\$0		\$0		\$0		\$0	
49	Technology Plan	\$0	\$0		\$0		\$0		\$0	
50	Other	\$0	\$0		\$0		\$0		\$0	
	SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$0	\$0		\$0		\$0		\$0	
Management Company										
51	Fees	\$125,000	\$200,000		\$230,000		\$0		\$0	
52	Salaries/Other Employee Costs	\$0	\$0		\$0		\$0		\$0	
53	Curriculum	\$0	\$0		\$0		\$0		\$0	
54	Accounting and Payroll	\$0	\$0		\$0		\$0		\$0	
55	Other	\$0	\$0		\$0		\$0		\$0	
	SUBTOTAL MANAGEMENT COMPANY	\$125,000	\$200,000		\$230,000		\$0		\$0	
	FEDERAL EXPENDITURES	\$125,000	\$382,578		\$377,664		\$80,000		\$0	
56	# Students	0	125		225		325		425	
	REVENUE LESS EXPENDITURES	\$0	\$916		\$5,830		\$3,494		\$83,494	

Charter School Application Budget Worksheet											Page 1
<b>Other Funds</b>											
		<b>YEAR 0</b>		<b>YEAR 1</b>		<b>YEAR 2</b>		<b>YEAR 3</b>		<b>YEAR 4</b>	
1	Carry Forward	\$0		\$0		\$0		\$0		\$0	
2	Foundation Funds	\$0		\$0		\$0		\$0		\$0	
3	Donations	\$0		\$0		\$0		\$0		\$0	
4	Construction / Bank Loans	\$0		\$0		\$0		\$0		\$0	
5	Cafeteria Funds	\$0		\$92,969		\$167,344		\$241,719		\$316,094	
	<b>OTHER</b>	<b>\$0</b>		<b>\$92,969</b>		<b>\$167,344</b>		<b>\$241,719</b>		<b>\$316,094</b>	
<b>OTHER</b>											
		<b>YEAR 0</b>		<b>YEAR 1</b>		<b>YEAR 2</b>		<b>YEAR 3</b>		<b>YEAR 4</b>	
<b>Personnel Salaries / Other Employer Costs</b>											
			FTE		FTE		FTE		FTE		FTE
6	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
7	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8	Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
9	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
10	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
11	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
12	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
13	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
14	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
15	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
16	Other Employer Costs (28.53 % of Salaries)	\$0		\$0		\$0		\$0		\$0	
17	Health Insurance	\$0		\$0		\$0		\$0		\$0	
18	Other Benefits	\$0		\$0		\$0		\$0		\$0	
	<b>SUBTOTAL SALARIES / OTHER EMPLOYER COSTS</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>
<b>Student Support</b>											
19	Transportation	\$0		\$0		\$0		\$0		\$0	
20	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
21	Cafeteria	\$0		\$92,969		\$167,344		\$241,719		\$316,094	
22	Extra Curricular	\$0		\$0		\$0		\$0		\$0	
23	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
24	Textbooks	\$0		\$0		\$0		\$0		\$0	
25	Curriculum	\$0		\$0		\$0		\$0		\$0	
26	Professional Development	\$0		\$0		\$0		\$0		\$0	
27	Assessments	\$0		\$0		\$0		\$0		\$0	
28	Other Educational Program	\$0		\$0		\$0		\$0		\$0	
29	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
30	Classroom Technology	\$0		\$0		\$0		\$0		\$0	
31	School Climate	\$0		\$0		\$0		\$0		\$0	
32	Computers	\$0		\$0		\$0		\$0		\$0	
33	Contracted Services	\$0		\$0		\$0		\$0		\$0	
34	Other	\$0		\$0		\$0		\$0		\$0	
	<b>SUBTOTAL STUDENT SUPPORT</b>	<b>\$0</b>		<b>\$92,969</b>		<b>\$167,344</b>		<b>\$241,719</b>		<b>\$316,094</b>	
<b>Operations and Maintenance of Facilities</b>											
35	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
36	Rent	\$0		\$0		\$0		\$0		\$0	
37	Mortgage	\$0		\$0		\$0		\$0		\$0	
38	Utilities	\$0		\$0		\$0		\$0		\$0	
39	Maintenance	\$0		\$0		\$0		\$0		\$0	
40	Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
41	Construction	\$0		\$0		\$0		\$0		\$0	
42	Renovation	\$0		\$0		\$0		\$0		\$0	
43	Other	\$0		\$0		\$0		\$0		\$0	
	<b>SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	
<b>Administrative/Operations Support</b>											
44	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
45	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
46	Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
47	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
48	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
49	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
50	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
51	Technology Plan	\$0		\$0		\$0		\$0		\$0	
52	Other	\$0		\$0		\$0		\$0		\$0	
	<b>SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	
<b>Management Company</b>											
53	Fees	\$0		\$0		\$0		\$0		\$0	
54	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
55	Curriculum	\$0		\$0		\$0		\$0		\$0	
56	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
57	Other	\$0		\$0		\$0		\$0		\$0	
	<b>SUBTOTAL MANAGEMENT COMPANY</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	
	<b>OTHER EXPENDITURES</b>	<b>\$0</b>		<b>\$92,969</b>		<b>\$167,344</b>		<b>\$241,719</b>		<b>\$316,094</b>	
58	<b># Students</b>	<b>0</b>		<b>320</b>		<b>480</b>		<b>640</b>		<b>720</b>	
	<b>REVENUE LESS EXPENDITURES</b>	<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>		<b>\$0</b>	

## New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.

--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9

(Example k-8, 9-12)

Specify the county the school will be located

Kent

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J-11

State Funding	Local Funding	Total Funding
\$783,004	\$143,956	\$926,960

UNITS 7.08

Enter Estimated # of 10th Graders Here

0

#students per unit	
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,566.00	\$0
Regular Students 4-12	0.00	\$1,268.46	\$0
Special Students 4-12 Basic	0.00	\$3,020.14	\$0
Special Students 4-12 Intense	0.00	\$4,228.20	\$0
Special Students 4-12 Complex	0.00	\$9,757.37	\$0
Totals	0.00		\$0

<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,751.33	\$0
Regular Students 4-12	0.00	\$2,228.58	\$0
Special Students 4-12 Basic	0.00	\$5,306.14	\$0
Special Students 4-12 Intense	0.00	\$7,428.60	\$0
Special Students 4-12 Complex	0.00	\$17,142.92	\$0
Totals	0.00		\$0

<u>34 Colonial</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,208.65	\$0
Regular Students 4-12	0.00	\$1,789.00	\$0
Special Students 4-12 Basic	0.00	\$4,259.53	\$0
Special Students 4-12 Intense	0.00	\$5,963.35	\$0
Special Students 4-12 Complex	0.00	\$13,761.57	\$0
Totals	0.00		\$0

<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$983.54	\$0
Regular Students 4-12	17.00	\$796.67	\$13,543
Special Students 4-12 Basic	2.00	\$1,896.63	\$3,794
Special Students 4-12 Intense	0.00	\$2,655.56	\$0
Special Students 4-12 Complex	0.00	\$6,128.22	\$0
Totals	19.00		\$17,337

<u>32 Red Clay</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,495.03	\$0
Regular Students 4-12	0.00	\$2,830.97	\$0
Special Students 4-12 Basic	0.00	\$6,740.41	\$0
Special Students 4-12 Intense	0.00	\$9,436.57	\$0
Special Students 4-12 Complex	0.00	\$21,776.70	\$0
Totals	0.00		\$0

<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,071.83	\$0
Regular Students 4-12	0.00	\$868.18	\$0
Special Students 4-12 Basic	0.00	\$2,067.10	\$0
Special Students 4-12 Intense	0.00	\$2,893.93	\$0
Special Students 4-12 Complex	0.00	\$6,678.31	\$0
Totals	0.00		\$0

<u>31 Brandywine</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,237.30	\$0
Regular Students 4-12	0.00	\$3,432.21	\$0
Special Students 4-12 Basic	0.00	\$8,171.94	\$0
Special Students 4-12 Intense	0.00	\$11,440.71	\$0
Special Students 4-12 Complex	0.00	\$26,401.64	\$0
	0.00		\$0

<u>13 Capital</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,188.41	\$0
Regular Students 4-12	39.00	\$962.61	\$37,542
Special Students 4-12 Basic	4.00	\$2,291.94	\$9,168
Special Students 4-12 Intense	0.00	\$3,208.72	\$0
Special Students 4-12 Complex	0.00	\$7,404.73	\$0
	43.00		\$46,710

<u>37 Delmar</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,017.73	\$0
Regular Students 4-12	0.00	\$824.36	\$0
Special Students 4-12 Basic	0.00	\$1,962.76	\$0
Special Students 4-12 Intense	0.00	\$2,747.87	\$0
Special Students 4-12 Complex	0.00	\$6,341.23	\$0
	0.00		\$0

<u>16 Laurel</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,026.52	\$0
Regular Students 4-12	0.00	\$831.48	\$0
Special Students 4-12 Basic	0.00	\$1,979.72	\$0
Special Students 4-12 Intense	0.00	\$2,771.61	\$0
Special Students 4-12 Complex	0.00	\$6,396.02	\$0
	0.00		\$0

<u>23 Seaford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$914.14	\$0
Regular Students 4-12	0.00	\$740.45	\$0
Special Students 4-12 Basic	0.00	\$1,762.99	\$0
Special Students 4-12 Intense	0.00	\$2,468.18	\$0
Special Students 4-12 Complex	0.00	\$5,695.80	\$0
	0.00		\$0

<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,820.85	\$0
Regular Students 4-12	34.00	\$1,474.89	\$50,146
Special Students 4-12 Basic	4.00	\$3,511.65	\$14,047
Special Students 4-12 Intense	0.00	\$4,916.31	\$0
Special Students 4-12 Complex	0.00	\$11,345.32	\$0
	38.00		\$64,193

<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,158.21	\$0
Regular Students 4-12	0.00	\$2,558.15	\$0
Special Students 4-12 Basic	0.00	\$6,090.83	\$0
Special Students 4-12 Intense	0.00	\$8,527.16	\$0
Special Students 4-12 Complex	0.00	\$19,678.05	\$0
	0.00		\$0

<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,292.66	\$0
Regular Students 4-12	0.00	\$1,857.06	\$0
Special Students 4-12 Basic	0.00	\$4,421.56	\$0
Special Students 4-12 Intense	0.00	\$6,190.19	\$0
Special Students 4-12 Complex	0.00	\$14,285.05	\$0
	0.00		\$0

<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,171.21	\$0
Regular Students 4-12	0.00	\$948.68	\$0
Special Students 4-12 Basic	0.00	\$2,258.77	\$0
Special Students 4-12 Intense	0.00	\$3,162.27	\$0
Special Students 4-12 Complex	0.00	\$7,297.55	\$0
	0.00		\$0

<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$698.91	\$0
Regular Students 4-12	23.00	\$566.12	\$13,021
Special Students 4-12 Basic	2.00	\$1,347.89	\$2,696
Special Students 4-12 Intense	0.00	\$1,887.05	\$0
Special Students 4-12 Complex	0.00	\$4,354.73	\$0
	25.00		\$15,716

**Charter School Revenue Calculation - Estimate**  
**State Funding**

**Year 1**

Student Total:	125				
Regular:	113				
Special:	12				
<b>Location</b>					
Districts:					
Appoquinimink	0	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	38	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	43	Lake Forest	19	Smyrna	25
				Woodbridge	0
Transportation Eligible Students:	125				
Regular/Special K-3	0.00	Unit Size Regular/Special K-3		16.2	
Regular Students 4-12	113.00	Unit Size Regular Students 4-12		20	
Special Students 4-12 Basic	12.00	Unit Size Special Students 4-12 Basic		8.4	
Special Students 4-12 Intense	0.00	Unit Size Special Students 4-12 Intense		6	
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex		2.6	
# of Div I Units Generated =	7.08		\$30,894		\$218,684
Administrative Assistant =	1.00		\$50,290		\$50,290
Percentage 11 Month Supervisor =	0.05		\$59,411		\$2,971
Percentage Transportation Supervisor =	0.02		\$59,411		\$1,188
Principal =	0.00		\$60,849		\$0
Assistant Principal =	0.00		\$55,189		\$0
Percentage Visiting Teacher =	0.03		\$42,544		\$1,276
Percentage Driver Education Teacher =	0.00		\$37,468		\$0
Nurse =	0.05		\$40,315		\$2,140
Academic Excellence Units =	0.50		\$37,483		\$18,742
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.12		\$42,890		\$5,326
Related Services Specialist Intensive	0.00		\$42,890		\$0
Related Services Specialist Complex	0.00		\$42,890		\$0
Clerical Units =	0.00		\$28,368		\$0
Custodial Units =	1.00		\$23,401		\$23,401
Cafeteria Manager =	0.00		\$26,491		\$0
Cafeteria Worker =	0.00		\$16,835		\$0
Total Staffing =	9.86				
Total Staffing For Health Insurance =	9.86				
Total Salary Costs					\$324,019
OEC Rate			28.53%		\$92,442
Health Insurance Per FTE			\$8,611		\$84,869

<b>Subtotal Personnel Revenue</b>	<b>\$501,329</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	7.08		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	20,917
Division II - Energy - Current Unit Value =	\$ 2,435	\$	17,236
Division III - Equalization - Unit Value =	\$ 18,254	\$	129,216
Academic Excellence Division III =		\$	9,127
Academic Excellence Division II =		\$	-
Academic Excellence Allotment =		\$	-
MCI/Annual Maintenance =		\$	7,054
LEP =		\$	-
Technology Block Grants =		\$	-
Student Transportation Amount =		\$	98,125

<b>Subtotal Other Sources</b>	<b>\$281,675</b>
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<b>Grand Total State Sources</b>	<b>\$783,004</b>
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**Transportation**

<b>County</b>	<b>Vo Tech</b>	<b>FY 12 Transp P/Pupil (70%)</b>
New Castle	NCCVT	\$ 830.00
Kent	Polytech	\$ 785.00
Sussex	SCVT	\$ 915.00

**Final FY 2012 Div I Salary**

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

**FY 12 Equalization**

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

MCI avg. amt. p/pupil  
(for 1st year schools only)

FY 07  
\$56.43

## New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.

--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-10

(Example k-8, 9-12)

Specify the county the school will be located

Kent

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

#students per unit	
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

UNITS 12.77

Enter Estimated # of 10th Graders Here

125

State Funding	Local Funding	Total Funding
\$1,422,411	\$259,424	\$1,681,834

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	0.00		\$0

<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.94	\$0
Special Students 4-12 Intense	0.00	\$7,585.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	0.00		\$0

<u>34 Colonial</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,526.83	\$0
Regular Students 4-12	0.00	\$2,046.73	\$0
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	0.00		\$0

<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$983.64	\$0
Regular Students 4-12	30.00	\$796.67	\$23,900
Special Students 4-12 Basic	3.00	\$1,896.83	\$5,690
Special Students 4-12 Intense	0.00	\$2,655.56	\$0
Special Students 4-12 Complex	0.00	\$6,128.22	\$0
Totals	33.00		\$29,591

<u>32 Red Clay</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,669.41	\$0
Regular Students 4-12	0.00	\$2,972.22	\$0
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	0.00		\$0

<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.62	\$0
Regular Students 4-12	0.00	\$791.06	\$0
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	0.00		\$0

<u>31 Brandywine</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$8,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	0.00		\$0

<u>13 Capital</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,188.41	\$0
Regular Students 4-12	71.00	\$962.61	\$68,345
Special Students 4-12 Basic	8.00	\$2,291.94	\$18,336
Special Students 4-12 Intense	0.00	\$3,208.72	\$0
Special Students 4-12 Complex	0.00	\$7,404.73	\$0
Totals	79.00		\$86,681

<u>37 Delmar</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$767.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

<u>16 Laurel</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$916.84	\$0
Special Students 4-12 Basic	0.00	\$2,182.96	\$0
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.63	\$0
Totals	0.00		\$0

<u>23 Seaford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$999.41	\$0
Regular Students 4-12	0.00	\$809.52	\$0
Special Students 4-12 Basic	0.00	\$1,927.43	\$0
Special Students 4-12 Intense	0.00	\$2,698.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	0.00		\$0

<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,820.85	\$0
Regular Students 4-12	61.00	\$1,474.89	\$89,968
Special Students 4-12 Basic	7.00	\$3,511.65	\$24,582
Special Students 4-12 Intense	0.00	\$4,916.31	\$0
Special Students 4-12 Complex	0.00	\$11,345.32	\$0
Totals	68.00		\$114,550

<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	0.00		\$0

<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,226.80	\$0
Special Students 4-12 Basic	0.00	\$5,301.89	\$0
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	0.00		\$0

<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$866.64	\$0
Regular Students 4-12	0.00	\$701.98	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.92	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	0.00		\$0

<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$698.91	\$0
Regular Students 4-12	41.00	\$566.12	\$23,211
Special Students 4-12 Basic	4.00	\$1,347.89	\$5,392
Special Students 4-12 Intense	0.00	\$1,887.05	\$0
Special Students 4-12 Complex	0.00	\$4,354.73	\$0
Totals	45.00		\$28,602

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 225  
Regular: 203  
Special: 22

**Location**

**Districts:**

Appoquinimink	0	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	68	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	79	Lake Forest	33	Smyrna	45
				Woodbridge	0

Transportation Eligible Students:	225		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	203.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	22.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	12.77	\$30,894	\$394,485
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.09	\$59,411	\$5,347
Percentage Transportation Supervisor =	0.03	\$59,411	\$1,782
Principal =	0.00	\$60,849	\$0
Assistant Principal =	0.00	\$55,189	\$0
Percentage Visiting Teacher =	0.05	\$42,544	\$2,127
Percentage Driver Education Teacher =	1.00	\$37,468	\$37,468
Nurse =	0.10	\$40,315	\$3,861
Academic Excellence Units =	0.90	\$37,483	\$33,735
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.22	\$42,890	\$9,608
Related Services Specialist Intensive	0.00	\$42,890	\$0
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	1.00	\$28,368	\$28,368
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0

Total Staffing = 18.16  
Total Staffing For Health Insurance = 18.16

Total Salary Costs			\$590,472
OEC Rate		28.53%	\$168,462
Health Insurance Per FTE		\$8,611	\$156,366

<b>Subtotal Personnel Revenue</b>			<b>\$915,300</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	12.77		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	37,733
Division II - Energy - Current Unit Value =	\$ 2,435	\$	31,093
Division III - Equalization - Unit Value =	\$ 18,214	\$	232,571
Academic Excellence Division III =		\$	16,392
MCI/Annual Maintenance =		\$	12,697
LEP =		\$	-
Student Transportation Amount =		\$	176,625

<b>Subtotal Other Sources</b>			<b>\$507,111</b>
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<b>Grand Total State Sources</b>			<b>\$1,422,411</b>
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**Transportation**

<b>County</b>	<b>Vo Tech</b>	<b>FY 12 Transp P/Pupil (70%)</b>
New Castle	NCCVT	\$ 830.00
Kent	Polytech	\$ 785.00
Sussex	SCVT	\$ 915.00

**Final FY 2012 Div I Salary**

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

**FY 12 Equalization**

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

MCI avg. amt. p/pupil  
(for 1st year schools only)

FY 07  
\$56.43

## New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.

--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-11

(Example k-8, 9-12)

Specify the county the school will be located

Kent

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

#students per unit	
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

UNITS 18.46

Enter Estimated # of 10th Graders Here

100

State Funding	Local Funding	Total Funding
\$2,036,165	\$374,330	\$2,410,496

<u>29 Appoquinimink</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
Totals	0.00		\$0

<u>17 Cape Henlopen</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.94	\$0
Special Students 4-12 Intense	0.00	\$7,585.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
Totals	0.00		\$0

<u>34 Colonial</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,526.83	\$0
Regular Students 4-12	0.00	\$2,046.73	\$0
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	0.00		\$0

<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$983.64	\$0
Regular Students 4-12	44.00	\$796.67	\$35,053
Special Students 4-12 Basic	5.00	\$1,896.83	\$9,484
Special Students 4-12 Intense	0.00	\$2,655.56	\$0
Special Students 4-12 Complex	0.00	\$6,128.22	\$0
Totals	49.00		\$44,538

<u>32 Red Clay</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,669.41	\$0
Regular Students 4-12	0.00	\$2,972.22	\$0
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	0.00		\$0

<u>35 Woodbridge</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$976.62	\$0
Regular Students 4-12	0.00	\$791.06	\$0
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
Totals	0.00		\$0

<u>31 Brandywine</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$8,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	0.00		\$0

<u>13 Capital</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,188.41	\$0
Regular Students 4-12	102.00	\$962.61	\$98,186
Special Students 4-12 Basic	11.00	\$2,291.94	\$25,211
Special Students 4-12 Intense	0.00	\$3,208.72	\$0
Special Students 4-12 Complex	0.00	\$7,404.73	\$0
Totals	113.00		\$123,398

<u>37 Delmar</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$767.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
Totals	0.00		\$0

<u>16 Laurel</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$916.84	\$0
Special Students 4-12 Basic	0.00	\$2,182.96	\$0
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.63	\$0
Totals	0.00		\$0

<u>23 Seaford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$999.41	\$0
Regular Students 4-12	0.00	\$809.52	\$0
Special Students 4-12 Basic	0.00	\$1,927.43	\$0
Special Students 4-12 Intense	0.00	\$2,698.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
Totals	0.00		\$0

<u>10 Caesar Rodney</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,820.85	\$0
Regular Students 4-12	88.00	\$1,474.89	\$129,790
Special Students 4-12 Basic	10.00	\$3,511.65	\$35,117
Special Students 4-12 Intense	0.00	\$4,916.31	\$0
Special Students 4-12 Complex	0.00	\$11,345.32	\$0
Totals	98.00		\$164,907

<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	0.00		\$0

<u>36 Indian River</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,226.80	\$0
Special Students 4-12 Basic	0.00	\$5,301.89	\$0
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
Totals	0.00		\$0

<u>18 Milford</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$866.64	\$0
Regular Students 4-12	0.00	\$701.98	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.92	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
Totals	0.00		\$0

<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$698.91	\$0
Regular Students 4-12	59.00	\$566.12	\$33,401
Special Students 4-12 Basic	6.00	\$1,347.89	\$8,087
Special Students 4-12 Intense	0.00	\$1,887.05	\$0
Special Students 4-12 Complex	0.00	\$4,354.73	\$0
Totals	65.00		\$41,488

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 325  
Regular: 293  
Special: 32

**Location**

**Districts:**

Appoquinimink	0	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	98	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	113	Lake Forest	49	Smyrna	65
				Woodbridge	0

Transportation Eligible Students:	325		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	293.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	32.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	18.46	\$30,894	\$570,286
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.12	\$59,411	\$7,129
Percentage Transportation Supervisor =	0.05	\$59,411	\$2,971
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	0.00	\$55,189	\$0
Percentage Visiting Teacher =	0.07	\$42,544	\$2,978
Percentage Driver Education Teacher =	0.80	\$37,468	\$29,974
Nurse =	0.14	\$40,315	\$5,581
Academic Excellence Units =	1.30	\$37,483	\$48,728
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.32	\$42,890	\$13,890
Related Services Specialist Intensive	0.00	\$42,890	\$0
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	1.00	\$28,368	\$28,368
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0

Total Staffing = 25.26  
Total Staffing For Health Insurance = 25.26

Total Salary Costs			\$844,445
OEC Rate		28.53%	\$240,920
Health Insurance Per FTE		\$8,611	\$217,530

<b>Subtotal Personnel Revenue</b>	<b>\$1,302,895</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	18.46		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	54,548
Division II - Energy - Current Unit Value =	\$ 2,435	\$	44,949
Division III - Equalization - Unit Value =	\$ 18,235	\$	336,603
Academic Excellence Division III =		\$	23,705
MCI/Annual Maintenance =		\$	18,340
LEP =		\$	-
Student Transportation Amount =		\$	255,125

<b>Subtotal Other Sources</b>	<b>\$733,270</b>
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<b>Grand Total State Sources</b>	<b>\$2,036,165</b>
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**Transportation**

<b>County</b>	<b>Vo Tech</b>	<b>FY 12 Transp P/Pupil (70%)</b>
New Castle	NCCVT	\$ 830.00
Kent	Polytech	\$ 785.00
Sussex	SCVT	\$ 915.00

**Final FY 2012 Div I Salary**

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

**FY 12 Equalization**

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

MCI avg. amt. p/pupil  
(for 1st year schools only)

FY 07  
\$56.43

## New Charter School Estimated State and Local Fund Calculations

Disclaimer: The following estimates will vary from actuals and do not account for any extenuating circumstances.

--State earnings are detailed on the New Charter State Template Tab below.

Please enter the following information:

Specify grade configuration for the year of estimate

9-12

(Example k-8, 9-12)

Specify the county the school will be located

Kent

Choices New Castle, Kent or Sussex

Enter the number of students in the red cells below by school district and student type and the estimated funds will calculate below.

Enter the number of tenth graders in the box in cell location J:11

State Funding	Local Funding	Total Funding
\$2,619,434	\$489,798	\$3,109,232

UNITS 24.15

Enter Estimated # of 10th Graders Here

100

	#students per unit
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

<b>29 Appoquinimink</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.53	\$0
Special Students 4-12 Basic	0.00	\$3,351.27	\$0
Special Students 4-12 Intense	0.00	\$4,691.78	\$0
Special Students 4-12 Complex	0.00	\$10,827.17	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>17 Cape Henlopen</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$2,809.30	\$0
Regular Students 4-12	0.00	\$2,275.54	\$0
Special Students 4-12 Basic	0.00	\$5,417.94	\$0
Special Students 4-12 Intense	0.00	\$7,585.12	\$0
Special Students 4-12 Complex	0.00	\$17,504.13	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>34 Colonial</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$2,526.83	\$0
Regular Students 4-12	0.00	\$2,046.73	\$0
Special Students 4-12 Basic	0.00	\$4,873.17	\$0
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>15 Lake Forest</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$983.64	\$0
Regular Students 4-12	57.00	\$796.67	\$45,410
Special Students 4-12 Basic	6.00	\$1,896.83	\$11,381
Special Students 4-12 Intense	0.00	\$2,655.56	\$0
Special Students 4-12 Complex	0.00	\$6,128.22	\$0
<b>Totals</b>	<b>63.00</b>		<b>\$56,791</b>

<b>32 Red Clay</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$3,669.41	\$0
Regular Students 4-12	0.00	\$2,972.22	\$0
Special Students 4-12 Basic	0.00	\$7,076.72	\$0
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>35 Woodbridge</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$976.62	\$0
Regular Students 4-12	0.00	\$791.06	\$0
Special Students 4-12 Basic	0.00	\$1,883.48	\$0
Special Students 4-12 Intense	0.00	\$2,636.88	\$0
Special Students 4-12 Complex	0.00	\$6,085.10	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>31 Brandywine</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	0.00	\$3,428.15	\$0
Special Students 4-12 Basic	0.00	\$8,162.26	\$0
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>13 Capital</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$1,188.41	\$0
Regular Students 4-12	134.00	\$962.61	\$128,990
Special Students 4-12 Basic	15.00	\$2,291.94	\$34,379
Special Students 4-12 Intense	0.00	\$3,208.72	\$0
Special Students 4-12 Complex	0.00	\$7,404.73	\$0
<b>Totals</b>	<b>149.00</b>		<b>\$163,369</b>

<b>37 Delmar</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$948.06	\$0
Regular Students 4-12	0.00	\$767.93	\$0
Special Students 4-12 Basic	0.00	\$1,828.41	\$0
Special Students 4-12 Intense	0.00	\$2,559.77	\$0
Special Students 4-12 Complex	0.00	\$5,907.17	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>16 Laurel</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$1,131.09	\$0
Regular Students 4-12	0.00	\$916.84	\$0
Special Students 4-12 Basic	0.00	\$2,182.96	\$0
Special Students 4-12 Intense	0.00	\$3,056.14	\$0
Special Students 4-12 Complex	0.00	\$7,052.63	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>23 Seaford</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$999.41	\$0
Regular Students 4-12	0.00	\$809.52	\$0
Special Students 4-12 Basic	0.00	\$1,927.43	\$0
Special Students 4-12 Intense	0.00	\$2,698.41	\$0
Special Students 4-12 Complex	0.00	\$6,227.09	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>10 Caesar Rodney</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$1,820.85	\$0
Regular Students 4-12	115.00	\$1,474.89	\$169,612
Special Students 4-12 Basic	13.00	\$3,511.65	\$45,651
Special Students 4-12 Intense	0.00	\$4,916.31	\$0
Special Students 4-12 Complex	0.00	\$11,345.32	\$0
<b>Totals</b>	<b>128.00</b>		<b>\$215,264</b>

<b>33 Christina</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	0.00	\$2,468.62	\$0
Special Students 4-12 Basic	0.00	\$5,877.67	\$0
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>36 Indian River</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$2,749.13	\$0
Regular Students 4-12	0.00	\$2,226.80	\$0
Special Students 4-12 Basic	0.00	\$5,301.89	\$0
Special Students 4-12 Intense	0.00	\$7,422.65	\$0
Special Students 4-12 Complex	0.00	\$17,129.19	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>18 Milford</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$866.64	\$0
Regular Students 4-12	0.00	\$701.98	\$0
Special Students 4-12 Basic	0.00	\$1,671.37	\$0
Special Students 4-12 Intense	0.00	\$2,339.92	\$0
Special Students 4-12 Complex	0.00	\$5,399.81	\$0
<b>Totals</b>	<b>0.00</b>		<b>\$0</b>

<b>24 Smyrna</b>	<b>#</b>	<b>Local Pupil Rate</b>	<b>Amount</b>
Regular/Special K-3	0.00	\$698.91	\$0
Regular Students 4-12	77.00	\$566.12	\$43,591
Special Students 4-12 Basic	8.00	\$1,347.89	\$10,783
Special Students 4-12 Intense	0.00	\$1,887.05	\$0
Special Students 4-12 Complex	0.00	\$4,354.73	\$0
<b>Totals</b>	<b>85.00</b>		<b>\$54,374</b>

**Charter School Revenue Calculation - Estimate**  
**State Funding**

Student Total: 425  
Regular: 383  
Special: 42

**Location**

**Districts:**

Appoquinimink	0	Christina	0	Laurel	0
Brandywine	0	Colonial	0	Milford	0
Caesar Rodney	128	Delmar	0	Red Clay	0
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	149	Lake Forest	63	Smyrna	85
				Woodbridge	0

Transportation Eligible Students:	425		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	383.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	42.00	Unit size Special Students 4-12 Basic =	8.4
Special Students 4-12 Intense	0.00	Unit size Special Students 4-12 Intense =	6
Special Students 4-12 Complex	0.00	Unit Size Special Students 4-12 Complex =	2.6

# of Div I Units Generated =	24.15	\$30,894	\$746,086
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.16	\$59,411	\$9,506
Percentage Transportation Supervisor =	0.06	\$59,411	\$3,565
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	0.00	\$55,189	\$0
Percentage Visiting Teacher =	0.10	\$42,544	\$4,254
Percentage Driver Education Teacher =	0.80	\$37,468	\$29,974
Nurse =	0.18	\$40,315	\$7,302
Academic Excellence Units =	1.70	\$37,483	\$63,721
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.42	\$42,890	\$18,172
Related Services Specialist Intensive	0.00	\$42,890	\$0
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	2.00	\$28,368	\$56,736
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0

Total Staffing = 32.57  
Total Staffing For Health Insurance = 32.57

Total Salary Costs		\$1,073,857
OEC Rate	28.53%	\$306,371
Health Insurance Per FTE	\$8,611	\$280,502

<b>Subtotal Personnel Revenue</b>	<b>\$1,660,729</b>
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	24.15		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	71,363
Division II - Energy - Current Unit Value =	\$ 2,435	\$	58,805
Division III - Equalization - Unit Value =	\$ 18,218	\$	439,958
Academic Excellence Division III =		\$	30,970
MCI/Annual Maintenance =		\$	23,983
LEP =		\$	-
Student Transportation Amount =		\$	333,625

<b>Subtotal Other Sources</b>	<b>\$958,705</b>
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<b>Grand Total State Sources</b>	<b>\$2,619,434</b>
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**Transportation**

<b>County</b>	<b>Vo Tech</b>	<b>FY 12 Transp P/Pupil (70%)</b>
New Castle	NCCVT	\$ 830.00
Kent	Polytech	\$ 785.00
Sussex	SCVT	\$ 915.00

**Final FY 2012 Div I Salary**

Academy of Dover	\$33,250
Campus Community	\$35,596
DCPA	\$29,022
East Side	\$34,862
Edison	\$31,262
FFA	\$32,380
Kuumba Academy	\$32,292
MOT	\$34,981
Newark Charter	\$38,017
Positive Outcomes	\$36,594
Prestige	\$29,509
Providence Creek	\$30,993
Moyer Academy	\$31,804
Odyssey	\$33,838
Pencader	\$32,699
Sussex Academy	\$43,872
Delaware Military Academy	\$35,831
Wilmington Charter	\$41,075
Total Charter Average	\$34,327

**FY 12 Equalization**

Appoquinimink	\$15,602
Brandywine	\$6,465
Caesar Rodney	\$19,861
Cape Henlopen	\$1,225
Capital	\$14,796
Christina	\$6,465
Colonial	\$6,465
Delmar	\$20,617
Indian River	\$1,483
Lake Forest	\$20,756
Laurel	\$16,546
Milford	\$17,461
Red Clay	\$6,465
Seaford	\$16,969
Smyrna	\$19,860
Woodbridge	\$16,744

MCI avg. amt. p/pupil  
(for 1st year schools only)

FY 07  
\$56.43

## Technology Plan/Applicant Cover Sheet

**Part I:        Applicant Cover Sheet - Complete all information this sheet.**

School District or School Name:	Delaware State University Early College High School Charter School
Mailing Address:	
	Dover, DE
Primary Contact for Questions about the Technology Plan:	
Name of Contact:	David Atherton
Phone Number:	703-581-7435
E-Mail:	David.Atherton@LLRMA.COM
Date Submitted:	
District Superintendent or Head of School	.
Name:	
Signature:	

=====

For DOE Use

Date received: \_\_\_\_\_

Date Evaluated: \_\_\_\_\_

Date Returned to Applicant: \_\_\_\_\_

Date Approved: \_\_\_\_\_

Date Certification Issued: \_\_\_\_\_

## Specifications for Each Part of the Technology Plan:

**Part II: Overview to the Plan** - Complete this section in accordance with the instructions - **1 page only**.

The mission of an Early College High School is to inspire students that are traditionally underserved and unprepared to attend college. The Delaware State University Early College High School will offer students the opportunity to graduate from high school while simultaneously earning a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree - tuition free<sup>1</sup>. Technology is an integral part of implementing the mission of Delaware State University Early College High School. This high school will challenge students to complete a rigorous curriculum that will include up to 60 hours of college credit. In order for students to accelerate through and successfully complete this course work their full potential must be maximized<sup>1</sup>. This can be done through building a high degree of accessibility, and strengthening the connection between high school and college.

Technology is the key to personalizing academic material and creating a degree of flexibility. The majority of college classes are conducted through online platforms, such as Blackboard. All assignments, lectures, quiz and test materials are done through the website. Students can contact professors and peers to discuss material and even participate in a virtual classroom. All grades and progress, including assignment feedback, are posted on the student's personalized account. This provides guidance and support throughout their blended high school and college experience<sup>1</sup>. Teachers and students alike are able to manage all classes through one portal and it enables the learning process to engage more students on their terms. Creating innovative strategies will better serve the developmental and intellectual needs of underrepresented young people<sup>1</sup>. This technology opens up the education experience and removes barriers so that teachers can manage outcomes and improve performance in a more quick and personalized fashion.

The transition from early college high school to college is more seamless if students are exposed to this style of learning and are equip with the correct technology beforehand. All students need to have a personal laptop in order to maximize involvement. This will strengthen the connection between high school and college and allow them to access knowledge that would be otherwise unattainable. In an underserved demographic, many children will perform below grade level and have no access to technology. Providing students with personal laptops will allow them to participate at a personalized speed and knowledge level. All efforts must be made to get these students on an accelerated track and to close the achievement gap.

A common technology center, or computer lab, is a tool for students to collaborate and connect with each other. A technology center consists of a PC computer lab open to all school students. This lab will have computer printer/copiers and a technical support staff. This uses the "power of the place" to motivate students to model successful college behavior and grasp higher expectations<sup>1</sup>. This provides a non-traditional environment that encourages peer-to-peer learning, and group collaboration. The presence of a computer lab provides a social platform that also strengthens the school community and student desire to participate. This type of group learning is essential in the college community and even transfers to the demands of post-graduation employment. Technology is the key to closing the achievement gap and provides a path for students to move on to college prepared.

The vision for Delaware State University Early College High School's technology plan is to help provide students with the opportunity to become college students and graduates, increasing chances of success in a global, ever-changing, technological society. Students who attend the Early College HS will primarily be first generation college students and those traditionally underrepresented in higher education. Students and staff will use various technologies to communicate effectively, acquire new knowledge, problem solve, make decisions, create new products, and express individual creativity. Students and staff will learn to use technology across the curriculum and throughout the learning process thereby enhancing their educational experiences and preparing them for life beyond the classroom.

The planning process necessary to create the Delaware State University Early College High School's technology plan includes first creating the technology team which would monitor the process of the plan. Individuals involved in this process included board members, program facilitators, and technology and professional development experts. This team was compiled to write the technology plan and provide support for its development over time. The technology plan was

## DRAFT

written by first assessing the current state of technology applicable to high schools and early college. The team then discussed the current professional development needs of the staff and the areas in which they would later need support. In addition, keeping the technology of the school current is a high priority. Therefore, a three year plan to continue to update existing technology and integrate new instructional technology was created.

The projected technology in the Delaware State University Early College High School includes a laptop for every student. Additional printers are also available throughout the school for staff. The school connected via wireless to the DSU IT resources for a seamless educational experience. Each classroom will have a wireless capability. To better integrate technology into instruction, the school utilizes Interactive Whiteboards to project images and provide for multi-dimensional instruction. Software to support the reading and mathematics curriculum will be placed on each classroom computer. The Delaware State University Early College High School will purchase school wide licenses for software, or participate in the DSU licensing program.

Professional development for the staff is based on individual needs and aptitudes. These staff development needs will be addressed on both planned in-service days and after-school workshops. Whole school instruction will take place on in-service days and specific instruction will take place in paid after-school workshops. The instruction will be provided by professionals, staff members with technology expertise, and hired consultants when necessary. Annual professional development surveys will be conducted to maintain a clear understanding of the technology needs of the staff.

The technology plan will work by integrating technology into the daily curriculum. The focus of the school curriculum is to increase the reading and math scores of the students, provide the required high school curriculum which includes science, technology and social studies, and enable students to participate in college classes for credit with a focus on early achievement of Associates and bachelor's degrees. Technology will be used in the classroom to support the regular curriculum by providing both integrated and supplemental tutorial, research, and basic skills opportunities.

**Part III: Core Elements of the Plan:** Complete each section in accordance with the instructions – use additional pages, if needed.

**A: Goals and Strategies for Using Technology to Improve Education**

The Delaware State University Early College High School will conduct needs assessments of both staff and students which will include specific skills “tests” and online and paper surveys. **Goal 1: See an increase in skill(s) attainment.**<sup>2</sup>

The Delaware State University Early College High School will use eSchool to record demographic information, attendance and student grades. This system will assist in accurate reporting and record keeping. **Goal 2: Keep all information current, and insure that all pertinent student information is recorded i.e. homeless status.**

Each student will have a laptop that connects to the internet via wireless. There will be 1 teacher computer and a smart board in each classroom. The school will have wireless internet access. Staff will also have access to scanners and digital cameras. **Goal 3: Purchase classroom technology for all students and classroom.**

The Delaware State University Early College High School will require each teacher to: submit weekly lesson plans electronically, record student attendance daily in eSchool and set up and maintain electronic grade books in eSchool. **Goal 4 Have 100% participation in submitting weekly lesson plans electronically, recording student attendance daily in eSchool and set up and maintain electronic grade books in eSchool.**

The Delaware State University Early College High School utilizes MAPS Assessments, which assesses students in Language Arts, Reading and Math. Data collected from this assessment is used by teachers and staff to target interventions. **Goal 5: Have 100% of classroom teachers use the data from this assessment to identify students’ weak and strong areas.**

The Delaware State University Early College High School will have a computer lab with 15 computers to be used for assessments, study time, after school homework, and class projects. **Goal 6: Establish and manage the computer lab to assist students in achieving college level academic work.**

The administration will designate a timeline of completion for all staff and student needs assessments and surveys. **Goal 7: Have 100% of staff complete the assessment.**

The school Technology Coordinator will check on-line for daily submission of attendance, lunch counts and bi-monthly recording of grades in the electronic grade book. The school Technology Coordinator maintains inventory software that is used to record the locations and inventory of all technology in the building. **Goal 8: Have 100% accountability of charter school data input and technology assets.**

**Part III: Core Elements of the Plan:** Complete each section in accordance with the instructions – use additional pages, if needed.

**B: Professional Development Strategy for School Staff**

1. Staff will complete a series of skills assessments to gauge their knowledge of Microsoft Word, Excel, PowerPoint and Outlook as well as maneuvering the internet. Staff will be required to maintain their own web page on the Delaware State University Early College High School Web Site.

2. Staff will attend pre-service training workshops providing guidance and practice using the afore-mentioned programs. Pre-service training will also include effective teaching strategies involving student use of technology for research, presentation and communication. The use of these various technologies will be evaluated as part of Delaware Performance Appraisal System (DPAS) II.
3. Teachers will attend periodic in-service sessions and after-school workshops that address the skills identified by the needs assessments of both students and staff. Some will be working sessions where teachers will be asked to come up with challenges still faced in the classroom and brainstorm ways to overcome those challenges. Staff will be required to utilize information they are exposed to at these in-services when they present curriculum topics to the staff. Delaware State University Early College High School Administrators will attend annual technology workshops to aid in decision making and purchasing of new software and equipment.
4. Technology professionals from DSU will help ensure the equipment is in proper working order, and advise administration of needed upgrades. During pre-service training, teachers will receive training and practice time using PowerPoint and Electronic Lesson Plans. They will show these portions to their curriculum coordinator during a grade level meeting which will be recorded in the meeting minutes. If a teacher is unable to complete the portion in the timeframe, their curriculum coordinator will meet individually with them to discuss any possible problems and provide one-on-one training.
5. Staff members will complete an annual technology survey (LoTi), which will be used to plan future professional development opportunities.
6. Pre-service and in-service workshops will be conducted by School Administration and hired consultants when necessary.

**Part III: Core Elements of the Plan:** Complete each section in accordance with the instructions – use additional pages, if needed:

**C: Assessment of Services, Hardware and Software Needed**

- When choosing technology courses of action, In addition to the planning process described above, the Delaware State University Early College High School board participated by scheduled discussions involving professionals with expertise in the new technology. The board contributed an outline of technology strategy for the technology professionals to execute.
- The Delaware State University Early College High School has made the acquisition of technology skills a priority for its staff and students. In order to make technology a part of instruction, students must have daily access to computers and to the internet. Therefore, purchasing laptops for every student and teacher is necessary.
- The charter school can use DSU IT resources. Each DSU Early College student will need a laptop, and the laptop would have to connect to the DSU IT system via wireless for the charter school students to attend college classes and do homework.
- The DSU IT staff could also support the DSU Early College Charter School MAP, DPAS, eSchool software, and the webpage, without much additional drain on DSU IT resources. The charter school would use the DSU sponsored website including eSchool to assign homework, post grades, do attendance, and register students, and deliver instruction via use of instructional software.
- Classroom size is 22. There will be an Interactive Whiteboard in each classroom.
- While DOE uses Lightspeed for antivirus software, the charter school would use DSU antivirus software.
- Hardwiring the school, if necessary, will be included in the building cost. Classrooms can then be hardwired or wireless, same cost and connection for switch or wireless router.
- The school would use an onsite IT coordinator (teacher, not full time) and also refer IT problem-solving to the DSU IT staff.
- The school Technology Plan does not include the security system or hardwired PA system. It is best to keep these separate from the Technology Plan, or integrated into the DSU systems.
- The school does not use library management software or standardized school management software for bus routes and field trips.
- The charter school will have a computer lab/ lounge for students to use for homework and study purposes, as well as group projects.
- After opening, the Delaware State University Early College High School will conduct student, parent and teacher surveys to allow for suggestions for future changes, purchases or service needs.

**Part III: Core Elements of the Plan** – Complete each sections in accordance with the instructions.

**D: Budget to Support the Technology Plan:**

The revenue source for most of the technology purchases are state funds, and some are part of the Consolidated Grant Process. For the next three years additional funds, as will be available for technological purchases via the Consolidated Grant and Operating Funds in alignment with this Technology Plan. Innovative Schools receives \$13,520.00, to provide technology consulting, professional development, and coordination with DSU Information Technology staff.

## DRAFT

The Charts below explain the entire three year plan, and divide this information into ERate eligible and ERate ineligible categories, and the annual funding plan for each category. These charts also relate each budget item back to the goal number to show how the plan is seamlessly integrated

There are no shortfalls to bring the school up to accepted IT practice.

The technology plan is based on the planned school enrollment. The following chart explains the enrollment plan for students by year:

Part D, Chart 1, Enrollment by Year

	<i>School Years</i>			
	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
<b>grades</b>				
9	125	100	100	100
10		125	100	100
11			125	100
12				125
total students	125	225	325	425

# DRAFT

Part D, Chart 2, Delaware State University Early College High School Equipment List

Current DSU Early College High School Equipment List							
	<i>On Hand</i>	<i>Required</i>	<i>Current Shortfall</i>	<i>2013 Buy</i>	<i>2014 Buy</i>	<i>2015 Buy</i>	<i>Shortfall by 2015</i>
Server w/ UPS, Switch, Windows Server & Tape backup	0	0	0	0	0	0	0
Computer Lab/Office PCs	0	19	19	4	15	0	0
Laptops	0	341	341	131	105	105	0
IPad Capable Mobile Device/Tablet or similar	0	0	0	0	0	0	0
Ethernet Drops	0	0	0	0	0	0	0
Microsoft Office, Excel, Word, Powerpoint License	0	360	360	135	120	105	0
LCD projectors	0	2	2	0	1	1	0
SMART Boards	0	16	16	6	5	5	0
LCD TVs	0	0	0	0	0	0	0
Averkeys	0	0	0	0	0	0	0
Audio Devices	0	16	16	6	5	5	0
Printer/Scanners	0	3	3	1	1	1	0
Digital Cameras	0	0	0	0	0	0	0
Instructional software (Language and Math)	0	356	356	131	120	105	0
School Property Management Software	0	1	1	1	0	0	0
Wireless Public Address System	0	0	0	0	0	0	0
TALKSWITCH VOIP Equipment	0	0	0	0	0	0	0
Phones	0	16	16	6	5	5	0

The Board's intent is to maintain the Delaware State University Early College High School standards, as follows:

- Maintain 1 laptop per student and teacher.
- Maintain 15 personal computers in the laboratory.
- Maintain no servers at the school. We will rely on DSU IT resources.
- DSU will support the limited telephone system needed by the school.

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet, and a requirement for compatibility being in every Request for Proposal. Delaware State University Early College High School uses Microsoft Office, PowerPoint, Word, Excel, online report cards, email, and eSchool. The Microsoft Windows licenses are priced separately for the laptops and PCs. Email service is provided by the Delaware Department of Education (DOE).

The plan laid out in Chart 1 above will be executed via the purchase of IT items and services as shown in charts 2, 3 and 4 below, using a competitive bidding process, and hiring a support contractor (Innovative Schools) to conduct training and operate the Delaware State University Early College High School IT System, under the supervision of the Technology Coordinator. This plan shows the entire cost of IT for the Delaware State University Early College High School for the 3 year period 2013 to 2015.

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Part D, Chart 3 Delaware State University Early College High School Technology Costs 2013-2014

2013-2014 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Office PCs	1,2,3,4,5,6,7,8	4	\$546	\$2,186	\$37	incl	4
Laptops	1,2,3,4,5,6,7,8	131	\$320	\$41,920	\$110	\$14,410	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drop in lab with wireless router	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	135	\$100	\$13,500	\$110	\$14,850	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards	1,3,6	6	\$1,500	\$9,000	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	6	\$250	\$1,500	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	131	\$96	\$12,576	\$1,000	\$1,000	n/a
School Property Management Software	8	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	6	\$136	\$816	\$34	\$204	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$107,417		\$30,598	
<b>Grand Total</b>				\$138,015			

Please note that in 2013, the school's annual investment in technology is more than in subsequent years because of a higher initial enrollment than following years.. Subsequent annual costs in school years 2014 and 2015 will relate to growth in student population to maintain desirable pupil to computing device ratios. Please note the computer lab is purchased in the second year. Also please note that servers and internet switches are not needed as we will rely on entire DSU campus being available for wireless connectivity, including the computer lab.

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Part D, Chart 4 Delaware State University Early College High School Technology Costs 2014-2015

<i>2014-2015 Technology Costs</i>							
<b>Item</b>	<b>Goal</b>	<b>Number</b>	<b>Price</b>	<b>Total</b>	<b>Installation</b>	<b>Total</b>	<b>Replacement Time</b>
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs for Computer Lab/Lounge	1,2,3,4,5,6,7,8	15	\$546	\$8,196	\$37	\$555	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drops	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	120	\$100	\$12,000	\$110	\$13,200	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	120	\$96	\$11,520	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				<b>\$100,955</b>		<b>\$26,709</b>	
<b>Grand Total</b>				<b>\$127,664</b>			

Please note that the costs have dropped significantly from the previous year because of a lower enrollment in the second year. Costs now relate only to annual maintenance, additional laptops for new students, and equipment for the 5 additional classrooms that are added in 2014.

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## Part D, Chart 5 Delaware State University Early College High School Technology Costs 2015-2016

2015-2016 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
PCs	1,2,3,4,5,6,7,8	0	\$546	\$0	\$37	\$0	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drop in lab with wireless router	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	incl	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	105	\$100	\$10,500	\$110	\$11,550	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	105	\$96	\$10,080	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$89,819		\$24,504	
<b>Grand Total</b>				\$114,323			

2015 continues the trends established in 2014.

In subsequent years, areas where funds could be saved, if needed, are in the following areas:

Change the replacement time for LCD projectors, Smart Boards,,audio devices, and phone equipment to 6 rather than 4 years. It is not advisable to keep PCs, Laptops, mobile devices, scanners, and printers longer than 4 years because maintenance costs, downtime, and slowdown of equipment will interfere with the educational value of the computing experience.

These tables are not intended to be an exhaustive means of describing the telecommunication services, hardware, software, and other services that Delaware State University Early College High School may require to implement the Delaware State University Early College High School technology plan.

Note that maintaining the desired IT operational status is included in the above budget, including the lab. Delaware State University Early College High School personnel may request services that require technology needs not covered by the Technology Plan above. These technology needs and the locations for which they will be needed will require adjustments in the Technology Assessment.

In addition, the funding shown above may change based on contributions of equipment, money, and time from the community. The competitive bidding process may result in changes to the plan if the vendors recommend a different approach.

### 1. ERate Eligible Services

Delaware State University Early College High School intends to apply to the FCC for an ERate discount for the following eligible annual services for each of the years covered by this technology plan.

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Part D, Chart 6, Delaware State University Early College High School ERate Eligible Costs 2013-2014

2013-2014 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	6	\$136	\$816	\$34	\$204	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$2,565		\$204	
<b>Grand Total</b>				\$2,769			
<i>Total cost after 90% discount</i>				\$277			

Part D, Chart 7, Delaware State University Early College High School ERate Eligible Costs 2014-2015

2014-2015 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$2,429		\$170	
<b>Grand Total</b>				\$2,599			
<i>Total cost after 90% discount</i>				\$260			

Part D, Chart 8, Delaware State University Early College High School ERate Eligible Costs 2015-2016

2015-2016 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$2,429		\$170	
<b>Grand Total</b>				\$2,599			
<i>Total cost after 90% discount</i>				\$260			

Note that internet access is provided by the Delaware Department of Education (DOE) and the DOE applies for ERate reimbursement for internet access reimbursement as a consortium, with no action needed by the Delaware State University Early College High School. Delaware State University Early College High School will fund the remaining cost after ERate discounts from the operations budget. Delaware State University Early College High School is prepared to document that funds are available. Delaware State University Early College High School Understands that ERate reimbursements are not guaranteed

## 2. ERate Ineligible Expenses

Much of the equipment needed by Delaware State University Early College High School is not E-rate eligible. Delaware State University Early College High School will need sufficient funds to acquire and support the non-discounted portions of the e-rate requests for using telecommunications and information technology as follows.

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Part D, Chart 9, Delaware State University Early College High School ERate Ineligible Costs 2013-2014

<i>2013-2014 Technology Costs not Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Office PCs	1,2,3,4,5,6,7,8	4	\$546	\$2,186	\$37	incl	4
Laptops	1,2,3,4,5,6,7,8	131	\$320	\$41,920	\$110	\$14,410	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drops	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	135	\$100	\$13,500	\$110	\$14,850	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards	1,3,6	6	\$1,500	\$9,000	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	6	\$250	\$1,500	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	131	\$96	\$12,576	\$1,000	\$1,000	n/a
School Property Management Software	8	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
<b>TOTAL</b>				\$104,852		\$30,394	
<b>Grand Total</b>				\$135,246			

Part D, Chart 10, Delaware State University Early College High School ERate Ineligible Costs 2014-2015

<i>2014-2015 Technology Costs not Eligible for Erate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs for Computer Lab/Lounge	1,2,3,4,5,6,7,8	15	\$546	\$8,196	\$37	\$555	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drops	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	120	\$100	\$12,000	\$110	\$13,200	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	120	\$96	\$11,520	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
<b>TOTAL</b>				\$ 98,526		\$ 26,539	
<b>Grand Total</b>				\$125,065			

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## Part D, Chart 11, Delaware State University Early College High School ERate Ineligible Costs 2015-2016

2015-2016 Technology Costs not Eligible for ERate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
PCs	1,2,3,4,5,6,7,8	0	\$546	\$0	\$37	\$0	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drop in lab with wireless router	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	incl	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	105	\$100	\$10,500	\$110	\$11,550	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	105	\$96	\$10,080	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
<b>TOTAL</b>				\$87,390		\$24,334	
<b>Grand Total</b>				\$111,724			

Sources of funding include the Delaware State University Early College High School operating budget. Delaware State University Early College High School is prepared to document that funds are available. There are no unfunded items over the three year period.

### E: Evaluation Plan to Monitor Progress and Goal Attainment

As mentioned in the Goals section, the IT system must support the school goals. The Principal and the Technology Coordinator will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust the IT strategy accordingly. Specific measurements could include:

#### Goal 1: See an increase in skill(s) attainment.<sup>2</sup>

- Each student will be able to prepare and give a grade appropriate PowerPoint presentation.
- Each student will demonstrate the ability to use a search engine to research homework assignments.
- Each student will demonstrate proficiency in using the Delaware State University Early College High School website to obtain and complete homework assignments.
- Annual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.
- Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.
- Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the MAPS Online Assessment.

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**Goal 2: Keep all information current, and insure that all pertinent student information is recorded i.e. homeless status.**

- Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.

**Goal 3: Purchase classroom technology for all students and classroom.**

- The Technology Coordinator will assess school progress towards achieving equipment purchase and installation goals at the end of the school year against the purchase plan described above, and recommend adjustments to the school leadership.

**Goal 4: Have 100% participation in submitting weekly lesson plans electronically, recording student attendance daily in eSchool and set up and maintain electronic grade books in eSchool.**

- School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.
- Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.

**Goal 5: Have 100% of classroom teachers use the data from MAPS assessment to identify students' weak and strong areas.**

- Assess school progress towards achieving 100% MAPs use at the end of each semester against the 100% goal and advise teachers as appropriate.

**Goal 6: Establish and manage the computer lab to assist students in achieving college level academic work.**

- Annually, survey students and staff regarding utilization of the computer lab and change needed to keep it useful and relevant.
- The technology Coordinator will monitor the computer lab daily and assess needs each semester in a report to the principal.

**Goal 7: Have 100% of staff and students complete needs assessment**

- Request at the beginning of the school year that the staff complete the assessments and survey and follow up to assure completion.

**Goal 8: Have 100% accountability of charter school data input and technology assets.**

- As part of the assessment of Goal 3 and Goal 7 progress, do a 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.

## Part IV – NCLB Requirements

(Note: This section is repetitive of earlier sections because it addresses NCLB concerns and may be reviewed separately from earlier sections).

### Part IV: NCLB Requirements

The following elements are addressed in the technology plan:

1. A description of how the applicant will use federal funds to improve the student academic achievement, including technology literacy, of all students attending schools served by the local educational agency and to improve the capacity of all teachers teaching in schools served by the local educational agency to integrate technology effectively into curricula and instruction.

*Delaware State University Early College High School uses federal funds to pay for some of its technology equipment, to improve academic achievement via Instructional software, and to pay for in-services with technology experts.*

*Delaware State University Early College High School will use Federal ERate funds to Enable Classroom interconnectivity and maintenance, buy Phones, and pay for Telephone Costs, and Internet Access. This will support student academic achievement by enabling connectivity to sources of instruction and sources of information for homework and in class exercises, thereby raising the quality of instruction and student productivity.*

2. A description of the applicant's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards.

*Our technology plan goals are:*

**Goal 1:** *See an increase in skill(s) attainment.<sup>2</sup>*

**Goal 2:** *Keep all demographic information current in ESchool, and insure that all pertinent student information is recorded i.e. homeless status.*

**Goal 3:** *Purchase classroom technology for all students and classroom.*

**Goal 4:** *Have 100% participation in submitting weekly lesson plans electronically, recording student attendance daily in eSchool and set up and maintain electronic grade books in eSchool.*

**Goal 5:** *Have 100% of classroom teachers use the MAP assessment data from this assessment to identify students' weak and strong areas.*

**Goal 6:** *Establish and manage the computer lab to assist students in achieving college level academic work.*

**Goal 7:** *Have 100% of staff complete the needs assessment and survey.*

**Goal 8:** *Have 100% accountability of charter school data input and technology assets.*

3. A description of the steps the applicant will take to ensure that all students and teachers in schools served by the local educational agency involved have increased access to educational technology, including how the agency would use funds under this subpart (such as combining the funds with funds from other sources), to help ensure that students in high-poverty and high-needs schools, or schools identified for improvement or corrective action, have access to technology; and teachers are prepared to integrate technology effectively into curricula and instruction.
- *When choosing technology courses of action, the Delaware State University Early College High School board scheduled discussions involving professionals with expertise in the new technology. The board gave the general outline of technology strategy for the technology professionals to execute.*
  - *The Delaware State University Early College High School has made the acquisition of technology skills a priority for its staff and students. In order to make technology a part of instruction, students must have daily access to computers and to the internet. Therefore purchasing laptops for every student and teacher is necessary.*
  - *The charter school can use DSU IT resources. Each DSU Early College student will need a laptop, and the laptop would have to connect to the DSU IT system via wireless for the charter school students to attend college classes and do homework.*
  - *The DSU IT staff could also support the DSU Early College Charter School MAP, DPAS, and eSchool software, and the webpage, without much additional drain on DSU IT resources. The charter school would use the DSU sponsored website including eSchool to assign homework, post grades, do attendance, and register students, and deliver instruction via use of instructional software.*
  - *Classroom size is 22. There will be an Interactive Whiteboard in each classroom..*
  - *While DOE uses Lightspeed for antivirus software, the charter school will use DSU antivirus software.*
  - *Hardwiring the school, if necessary, will be included in the building cost. Classrooms can then be hardwired or wireless, same cost and connection for switch or wireless router.*
  - *The school would use an onsite IT coordinator (teacher, not full time) and refer IT problem-solving to the DSU IT staff.*
  - *The school Technology Plan does not include the security system or hardwired PA system. It is best to keep these separate from the Technology Plan, or integrated into the DSU systems.*
  - *The school does not use library management software or standardized school management software for bus routes and field trips.*

- *The charter school will have a computer lab/ lounge for students to use for homework and study purposes, as well as group projects.*
- *After opening, the Delaware State University Early College High School will conduct student, parent and teacher surveys to allow for suggestions for future changes, purchases or service needs.*

4. A description of how the applicant will:

a. Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging state academic content and student academic achievement standards.

*a. The Delaware State University Early College High School supports an advanced academic curriculum, including for-credit college courses, which will be supported by Information Technology. The effect of Information Technology on the operation of the school will become apparent in 2013 as the school opens, and uses its Website, integrated with Delaware State University, to include assignment of homework, grading, scheduling, communication with parents, instruction via instructional software, and collection of achievement data for state and federal purposes. The Delaware State University Early College High School also promotes curricular and teaching strategies by requiring teachers to use MAPS.*

b. Provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local educational agency involved in providing the ongoing, sustained professional development.

*b. The Delaware State University Early College High School plans to develop proficiency in technology through professional development and collegial support. New and current teachers will attend an instructional technology seminar. This seminar will focus on familiarizing the teachers with:*

- *The goals and strategies of the Delaware State University Early College High School IT system.*
- *The hardware and software used in the system. Staff will receive training in the use of LCD Projectors and Smart Boards.*
- *The IT support strategy (Innovative Schools, Delaware State University, and the Technology Coordinator). Teachers would be given information about who to contact for various IT problems and basic troubleshooting.*
- *Seminar participants will give feedback to Innovative Schools and the Technology Coordinator for changes and improvements that would help teachers teach.*
- *Introductory and regular follow up assemblies for students and teachers, outlining the system capabilities discussed above, addressing the operational characteristics of the equipment on hand and providing collective training.*

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- *The partnership with Innovative Schools Development Corporation, Delaware State University, and state staff development will, for the next three years, providing skills to make staff Highly Qualified, give them tools to integrate technology with existing curriculums, and prepare them for creating virtual classrooms.*
- *Formal and informal sessions as needed by the support contractor (Innovative Schools). These should occur at least monthly.*
- *Teachers and staff may apply for additional training offered commercially as budgets permit.*

5. A description of the type and costs of technologies to be acquired under this subpart, including services, software, and digital curricula, and including specific provisions for interoperability among components of such technologies.

*The following charts describes in summary the entire 3 year IT Plan for Delaware State University Early College High School:*

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NCLB Chart 1 – Delaware State University Early College High School Technology Budget 2013-2014

2013-2014 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Office PCs	1,2,3,4,5,6,7,8	4	\$546	\$2,186	\$37	incl	4
Laptops	1,2,3,4,5,6,7,8	131	\$320	\$41,920	\$110	\$14,410	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drop in lab with wireless router	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	135	\$100	\$13,500	\$110	\$14,850	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards	1,3,6	6	\$1,500	\$9,000	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	6	\$250	\$1,500	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	131	\$96	\$12,576	\$1,000	\$1,000	n/a
School Property Management Software	8	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	6	\$136	\$816	\$34	\$204	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$107,417		\$30,598	
<b>Grand Total</b>				\$138,015			

NCLB Chart 2 – Delaware State University Early College High School Technology Budget 2014-2015

2014-2015 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs for Computer Lab/Lounge	1,2,3,4,5,6,7,8	15	\$546	\$8,196	\$37	\$555	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drop in lab with wireless router	1,2,3,4,5,6,7,8	1	\$200	\$200	\$110	\$110	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	120	\$100	\$12,000	\$110	\$13,200	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	120	\$96	\$11,520	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$101,155		\$26,819	
<b>Grand Total</b>				\$127,974			

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NCLB Chart 3 – Delaware State University Early College High School Technology Budget 2015-2016

2015-2016 Technology Costs							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
PCs	1,2,3,4,5,6,7,8	0	\$546	\$0	\$37	\$0	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drops	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	incl	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	105	\$100	\$10,500	\$110	\$11,550	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	105	\$96	\$10,080	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$89,819		\$24,504	
<b>Grand Total</b>				\$114,323			

All aspects of this plan are interoperable because they are all based on the use of Microsoft software, standard internet protocols, and a requirement for compatibility being in every Request for Proposal. Delaware State University Early College High School uses Microsoft Office, PowerPoint, Word, Excel, online report cards, email, and eSchool.

The following charts show the portion of the above plans eligible for ERate discount:

NCLB Chart 4 – Cost of Items Eligible for ERate Discount 2013-2014

2013-2014 Technology Costs Eligible for ERate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	6	\$136	\$816	\$34	\$204	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$2,565		\$204	
<b>Grand Total</b>				\$2,769			
<i>Total cost after 90% discount</i>				\$277			

NCLB Chart 5 – Cost of Items Eligible for ERate Discount 2014-2015

2014-2015 Technology Costs Eligible for ERate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$2,429		\$170	
<b>Grand Total</b>				\$2,599			
<i>Total cost after 90% discount</i>				\$260			

NCLB Chart 6 – Cost of Items Eligible for ERate Discount 2015-2016

2015-2016 Technology Costs Eligible for ERate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	1,2,3,4,5,6,7,8	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1,2,3,4,5,6,7,8	5	\$136	\$680	\$34	\$170	4
Telephone Costs	1,2,3,4,5,6,7,8	1	\$1,749	\$1,749	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7,8	NA	N/A	\$0	\$0	\$0	n/a
<b>TOTAL</b>				\$2,429		\$170	
<b>Grand Total</b>				\$2,599			
<i>Total cost after 90% discount</i>				\$260			

NCLB Chart 7, Cost of Items Ineligible for ERate Discount 2013-2014

2013-2014 Technology Costs not Eligible for ERate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Office PCs	1,2,3,4,5,6,7,8	4	\$546	\$2,186	\$37	incl	4
Laptops	1,2,3,4,5,6,7,8	131	\$320	\$41,920	\$110	\$14,410	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drops	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	135	\$100	\$13,500	\$110	\$14,850	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	0	\$640	\$0	\$200	\$0	4
SMART Boards	1,3,6	6	\$1,500	\$9,000	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	6	\$250	\$1,500	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	131	\$96	\$12,576	\$1,000	\$1,000	n/a
School Property Management Software	8	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
<b>TOTAL</b>				\$104,852		\$30,394	
<b>Grand Total</b>				\$135,246			

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NCLB Chart 8, Cost of Items Ineligible for ERate Discount 2014-2015

2014-2015 Technology Costs not Eligible for ERate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
Fixed PCs for Computer Lab/Lounge	1,2,3,4,5,6,7,8	15	\$546	\$8,196	\$37	\$555	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drops	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	\$0	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	120	\$100	\$12,000	\$110	\$13,200	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	120	\$96	\$11,520	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
<b>TOTAL</b>				\$ 98,526		\$ 26,539	
<b>Grand Total</b>				\$125,065			

NCLB Chart 9, Cost of Items Ineligible for ERate Discount 2015-2016

2015-2016 Technology Costs not Eligible for ERate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server w/ UPS, Switch, Windows Server & Tape backup	1,2,3,4,5,6,7,8	0	\$14,883	\$0	\$5,000	\$0	4
PCs	1,2,3,4,5,6,7,8	0	\$546	\$0	\$37	\$0	4
Laptops	1,2,3,4,5,6,7,8	105	\$320	\$33,600	\$110	\$11,550	4
IPad Capable Mobile Device/Tablet or similar	1,2,3,4,5,6,7,8	0	\$500	\$0	\$110	\$0	4
Ethernet Drop in lab with wireless router	1,2,3,4,5,6,7,8	0	\$200	\$0	\$110	incl	4
Microsoft Office, Excel, Word, Powerpoint License	1,3,6	105	\$100	\$10,500	\$110	\$11,550	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7,8	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,3,6	1	\$640	\$640	\$200	\$200	4
SMART Boards	1,3,6	5	\$1,500	\$7,500	\$200	incl	4
LCD TVs	1,3,6	0	\$752	\$0	\$200	\$0	4
Averkeys	1,3,6	0	\$84	\$0	\$34	\$0	4
Audio Devices	1,3,6	5	\$250	\$1,250	\$34	incl	4
Printer/Scanners	1,3,6	1	\$300	\$300	\$34	\$34	4
Digital Cameras	1,3,6	0	\$450	\$0	\$0	\$0	4
Instructional software (Language and Math)	1,3,6	105	\$96	\$10,080	\$1,000	\$1,000	n/a
School Property Management Software	8	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7,8	1	\$10,000	\$10,000	\$1,000	incl	n/a
Wireless Public Address System	1,3	0	\$2,500	\$0	\$250	\$0	4
<b>TOTAL</b>				\$87,390		\$24,334	
<b>Grand Total</b>				\$111,724			

6. A description of how the applicant will coordinate activities, carried out with funds provided under this subpart with technology-related activities, carried out with funds available from other federal, state, and local sources.

*All state, federal and local sources of funding are used in the overall program of the school. For example, MAPS online assessment involves teacher in-service, student use on the computer, differentiated instruction based on results, and leads to report cards which are computer*

*generated. In order to carry out all activities, the Delaware State University Early College High School has established a contract with Innovative Schools, who will provide maintenance, professional development, troubleshooting, and installation. Innovative Schools will coordinate with the in-school Technology Coordinator and Delaware State University on all aspects of executing the Technology Plan. Delaware State University will also support the charter school as a partner in education and technology.*

7. A description of how the applicant will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration.

*Our integration timeline is immediate. During the first year, software related to required Delaware high school language and math curriculums will be integrated into all classrooms to enhance instruction. Laptop computers will be immediately available to every student and will be used to connect to the internet for homework, grading, to learn internet search capabilities and use instructional software to improve performance. LCD Projectors and Smart Boards will be used to deliver presentations, instruction and video, with the Smart Boards enabling multimedia presentations that are so important for digital-age high school and college students. In addition, the school website will enable good communication between school, students, families and the community. Parents and students can quickly look up and complete homework assignments, review student schedule and grades, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as they are included on the school website.*

8. A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.

*The main academic innovation of the Delaware State University Early College High School is to deliver college level instruction to high school students, in order to enable them to achieve college level academic work and eventually graduate from college. Therefore, the main information technology innovation is the proposed use of Delaware State University Information Technology assets to support the Delaware State University Early College High School. This is necessary because the high school students will be on campus, and this integration will save time, money, and coordination issues for all involved, especially since the students' performance at the college must be recorded in the Delaware DOE required high school evaluation formats.*

*Note: Since the Delaware State Early College High School serves 9<sup>th</sup> through 12th grade disadvantaged children, distance learning does not apply.*

9. A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school.

*The Delaware State University Early College High School will plot the progress of MAP Assessment to check for achievement, and to factor teachers' employment on the success of the students. We evaluate using the MAP, parent, staff and student questionnaires. Parent meetings are held in order to discuss effectiveness of all programs. Through the use of newsletters, school web site and open house activities, parents will be kept abreast of technologies used at the school. The Delaware State University Early College High School Technology Coordinator will get input from Parents in order to get input from everyone who has a stake in the school. In addition, the school website, which will begin in 2013, will increase communication between school and families, and school and the community, by giving a means for parents to quickly look up student grades, help with homework, review student schedules, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.*

10. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.

*The Delaware State University Early College High School is currently researching, in coordination with Delaware State University, Adult Literacy Programs to implement within the next three years.*

11. A description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards.

*As mentioned in Goals section, the IT system must support the school goals. The IT Coordinator will decide on specific ways to measure progress towards these goals and will evaluate the system based on the progress noted and adjust IT strategy accordingly. This measurement of progress will provide the process and accountability measures that Delaware State University Early College High School will use to evaluate how effective we were in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet achievement standards. Specific measurements could include:*

***Goal 1: See an increase in skill(s) attainment.***

- *Each student will be able to prepare and give a grade appropriate PowerPoint presentation.*
- *Each student will demonstrate the ability to use a search engine to research homework assignments.*
- *Each student will demonstrate proficiency in using the Delaware State University Early College High School website, as well as the Delaware State University website, to obtain and complete homework assignments.*
- *Annual technology surveys will be completed by staff, students and parents and will allow school leadership to assess effectiveness of current practices and plan future programs.*

## DRAFT

- *Records will be kept of staff members who have received training in a specific skill area. Each year's needs assessments results should show a decrease in the number of returning staff members needing basic professional development.*
- *Student progress will be monitored through research assignments, keyboarding assignments and printed reports from the Independent Learning System, and also from the MAPS Online Assessment.*

***Goal 2: Keep all information current, and insure that all pertinent student information is recorded i.e. homeless status.***

- *Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*

***Goal 3: Purchase classroom technology for all students and classroom.***

- *The Technology Coordinator will assess school progress towards achieving equipment purchase and installation goals at the end of the school year against the purchase plan described above, and recommend adjustments to the school leadership.*

***Goal 4: Have 100% participation in submitting weekly lesson plans electronically, recording student attendance daily in eSchool and set up and maintain electronic grade books in eSchool.***

- *School administrators will monitor the submission of electronic lesson plans, daily attendance count and electronic grade book maintenance for use of the appropriate skills.*
- *Assess school progress towards achieving 100% ESchool use at the end of each semester against the 100% goal and advise teachers as appropriate.*

***Goal 5: Have 100% of classroom teachers use the data from MAPS assessment to identify students' weak and strong areas.***

- *Assess school progress towards achieving 100% MAPs use at the end of each semester against the 100% goal and advise teachers as appropriate.*

***Goal 6: Establish and manage the computer lab to assist students in achieving college level academic work.***

- *Annually, survey students and staff regarding utilization of the computer lab and change needed to keep it useful and relevant.*
- *The Technology Coordinator will monitor the computer lab daily and assess needs each semester in a report to the principal.*

***Goal 7: Have 100% of staff and students complete needs assessment.***

- *Request at the beginning of the school year that the staff complete the assessments and survey and follow up to assure completion.*

***Goal 8: Have 100% accountability of charter school data input and technology assets.***

- *As part of the assessment of Goal 3 and Goal 7 progress, do a 100% audit of equipment at the end of the year and assess against current records and adjust accordingly.*
12. A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.

*The supporting resources in which the Delaware State University Early College High School uses are eSchool: MAP; Microsoft Office, Word, PowerPoint, and Excel; Math and Language Instructional Software; our website; and the Delaware State University Website. Also, Innovative Schools and Delaware State University will provide, under contract or support agreement, supporting Information Technology and Consulting Services to support maintenance, troubleshooting, installation, and professional development. Innovative Schools will provide installation of information technology equipment. Microsoft Applications will be used as the standard school software. Innovative Schools or another contractor will provide the improvements to the school website, which will begin in 2013, which will increase communication between school and families, and school and the community, by giving a means for parents and students to quickly look up and complete homework, review student schedules and grades, and calendar school events. The larger community will also be able to look at school events, job postings, and milestones as include on the school website.*

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1. Brown, Harold D., "The Art of the Possible, The EdWorks Early College High School Model", EdWorks, 2011.
2. Rodriguez, Noel, "Academy of Dover Technology Plan", 2011, by permission

# **Early College High School at Delaware State University**

## **ADMINISTRATIVE PROCEDURES MANUAL**

**All procedures will be updated and approved by the Board of Directors  
prior to the school's opening**

# ADMINISTRATIVE PROCEDURES MANUAL

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## **I. School/Personnel Policies and Practices**

### **A. General**

#### **A.1. Emergency Procedures/School Closings**

The Board accepts the responsibility to employ every reasonable means at its disposal to protect pupils and staff from situations which may pose real or potential threats to their health or safety. In the exercise of this responsibility, it further recognizes that situations may arise which require closing the school in whole or in part.

Therefore, it is the policy of the Board that the school principal/designee shall monitor those conditions which would or could jeopardize the safety and well-being of pupils and staff. The principal is authorized to use his/her judgment with regard to closing the school and to establish those procedures which will do so in an efficient manner. The principal shall notify parents, staff, students and others of school closings.

Annually, parents of all students shall be informed of the school's emergency closing procedures. Parents should be notified that the general intent of the school is to offer a regular program of instruction on every school day, and that the principal determines whether the school should be closed based on his/her perspective of what is in the best interest of all students.

With regard to school staff, the principal shall determine staff members' responsibilities in reporting to work based upon the school's work hour policy.

#### **A.2. Fire Drills**

It shall be the policy of the school to conduct at least one fire drill each month the school is in operation. During severe weather, fire drills may be postponed when approved by Fire Department officials. A record shall be kept in the school office of the date and hour of each fire drill that is held.

All fire drills should simulate actual fire conditions and safe building evacuation procedures are to be followed. No one is to return to the building until the principal/designee indicates it is safe to return.

In the event of a fire, the principal/designee shall immediately report such fire to the fire department.

#### **A.3. Bomb Threat**

The following procedure will be followed when a threat of bomb damage has been made to the school. On receipt of a bomb threat by phone, letter, orally, or other means, the following steps will be taken:

1. The principal/designee will call the State Police and request them to have a detective in an unmarked car come to school and see the principal concerning the bomb threat.

2. The principal/designee will notify the Fire Department.
3. The State Police working with the principal shall assume responsibility for the search, follow-up and investigation.
4. If evacuation of the building(s), dismissal of classes, etc., is in order, the principal, after careful evaluation, will make the decision.

#### **A.3.1. Telephone Bomb Threat**

When a telephone bomb threat is received, it is very important that as much information as possible be obtained from the caller. Every effort shall be made to engage the caller in conversation as to the following:

1. The time element involved; i.e., today? Now? This afternoon? Before three o'clock?, etc.
2. The location of the bomb - basement, locker, portable, floor, wing, shop, etc.
3. The type of device - type of explosive, dynamite, nitroglycerine, alarm clock timing, fuse detonated, cigarette burning timer, candle, etc.

Each or any of these subjects concerning the bomb may be of particular pride or interest to the caller and may initiate a conversation that will result in his giving information that would be vital in the prevention of a disaster.

The person receiving the call shall make a special written record of the following and turn this information over to the investigating officer:

1. The exact time and date the threat was received.
2. The message, as received (as accurately as possible).
3. Was there any threat implied as to race, religion or nationality?
4. An approximation of age and gender of the caller.
5. Were there any background noises that could be identified - juke box, radio, type of music, background talk or conversation, whispered encouragement/advice, etc.
6. Did caller have any distinguishable accent or drawl?
7. Did caller sound calm, hysterical, or factual?

#### **A.3.2. Evaluation and Action**

At this point the officer responsible will make a careful evaluation of all pertinent information and determine appropriate actions.

#### **A.3.3. Bomb Threat Search Procedures**

In the event there is reason to suspect that a bomb has been placed in a school, the State Police will organize "search teams" and assign them to various areas of the building to be searched.

In the event of discovery of a suspect bomb, the following steps will be taken:

1. Do not in any way touch or attempt to move the suspect package.

2. Contact the State Police immediately in order that they may take the following steps:
  - a. Clear the danger area of all occupants.
  - b. Establish an organized guard around the outside area to prohibit others from entering.
  - c. Notify hospital to be on stand-by in the event of need for medical aid.
  - d. Arrange for shutting off all power, gas, and fuel lines leading into the danger area.
  - e. Arrange for the removal of all flammable materials from the surrounding area.
  - f. Notify the local fire department and rescue squad.
  - g. Notify the stand-by agencies so that a competent explosives expert can be brought in.
  - h. When possible, obtain mattresses to be used as protection against flying fragments.
  - i. Check with custodian to have available fire extinguishing and fire-fighting equipment.
  - j. Arrange with the local authorities for the use of portable X-ray equipment.
  - k. Avoid moving any article or articles which may in any way be connected with the bomb or which may act as a triggering mechanism.

#### **A.3.4. Other Important Information**

The following additional information should be used as a guide:

Persons to be evacuated from the area should be moved to a minimum of three hundred feet from the point of possible explosion. Prior experience in other areas of the United States has indicated that an exploding bomb may cause damage to property and serious or fatal injuries to persons within an area of at least three hundred feet. It should be noted that there is also the danger of flying objects and shrapnel-like particles which make no arbitrary distance a safe one. For this reason, all unofficial or unnecessary personnel should withdraw from the scene completely.

In reference to power, gas, and fuel lines leading to a danger area, these should be shut off as soon as practical. By so doing, we would possibly prevent a second explosion of flammable materials which would further add to any disaster. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the police will maintain a guard around the area to prevent re-entry by any unauthorized person. It should be stated that, at this point, inspection and evaluation of the debris and standing structure would be conducted by appropriately trained personnel. Primarily their inspection would be necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., would inspect the building regarding supporting walls, damaged overhead structures, broken gas lines, live power lines, etc. Their inspection should

precede any police or security investigation and would be designed to prevent any further injury.

#### **A.4. Prohibition of the Use of Tobacco Products**

The use of tobacco products on school premises is prohibited by state law. In addition, tobacco use is contrary to the educational goals, image and interests of the school, and to the maintenance of a healthy and safe school and work environment. Substantial medical research has established that the use of tobacco is a serious hazard to the health and welfare of users and, secondarily, to the health and welfare of those exposed to smoke.

For these reasons, all persons (students, employees, independent contractors, school visitors and members of the general public) are prohibited from using any tobacco products in or on school premises or property. Possession of lighted smoking materials shall be considered "use" within this policy.

Under Delaware state law, students under the age of 18 are prohibited from possessing cigarettes or any other tobacco product.

Violators of this policy will be subject to applicable Delaware Statute(s), and the disciplinary procedures of the school.

#### **A.5. Drug Free Workplace**

Illegal drugs and the use of alcohol have no place in the school environment. Furthermore, Congress passed the Drug-Free Workplace Act of 1988, requiring the certification of federal grantees of a drug-free workplace; and the Drug-Free Schools and Communities Act Amendments of 1989 requiring institutions to certify adoption and implementation of programs to prevent unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

Therefore, the school will abide by the State of Delaware's Drug-Free Workplace Policy which is included at the end of this manual.

#### **A.6. Affirmative Action Plan**

It is the policy of the school that no person shall, on the basis of race, color, creed, sex, national origin, age or disability, be subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act, as amended; American with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendments of 1972; and other applicable laws, regulations, and Executive Orders. This policy applies to recruitment, employment, and subsequent placement, training, promotion, compensation, continuation, probation, discharge, and other terms and conditions of employment over which the School has jurisdiction.

The school will further equal employment opportunities for members of minority groups and for females through implementation of the Affirmative Action Policy. Under this

policy, the school actively seeks qualified minority and female applicants for open positions in order to attain its goal of fair representation of minorities and females in all branches and divisions and in all job classifications.

#### **A.7. Cultural Diversity**

The school will develop and implement a program which will assure that the school is uniformly addressing diversity in all of its activities. The concept of diversity stresses respect for all human differences. Diversity is an asset that provides a balance of different viewpoints, perspectives, and strengths.

The school's program will increase knowledge and understanding of diversity issues. Greater innovation and creativity in curricular matters, decision making, and problem solving will be possible in this socially diverse environment. Diversity will encompass all aspects of school functions, including the curriculum, employee relations and student interaction.

Gender, racial, ethnic, cultural, religious, and other differences enrich the educational and social environment where individuals teach, learn, and work. Differences among our students and employees present the school with opportunities to cultivate mutual understanding and respect.

In demonstrating its commitment to diversity, the School will support the pluralistic community it serves, which complements its philosophy and mission.

#### **A.8. Nondiscrimination with Respect to Disability**

It is the policy of the school that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders. This policy applies to access and utilization of facilities, services, and programs; and to employment, including but not limited to recruitment, selection, training, promotion, compensation, continuation, probation, and discharge, if the person is qualified and able to perform the essential functions of the job with or without reasonable accommodation.

#### **A.9. Sexual Harassment**

All faculty, staff, and students have a right to work and/or attend a school in an environment free of discrimination, including freedom from sexual harassment. Therefore, it is the policy of the school that no member of the school community may sexually harass another. Any employee or student will be subject to disciplinary action including, but not limited to, dismissal for violation of this policy.

##### **A.9.1. Sexual Harassment of Students**

The school maintains an environment free from any sexual harassment or sexual intimidation toward and between students. The school will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action to eliminate it, up to and including full discipline of offenders.

Sexual harassment includes, but is not limited to, any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or interferes with the recipient's academic performance. Sexual harassment includes any form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or express pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of escalated harassment, sarcasm, intimidation, or unwarranted comments to or through peers.

Any student who believes that they have been subjected to or have witnessed sexual harassment or any parents/guardians who believe their child has been subjected to or has witnessed sexual harassment, should report the incident(s) to the principal. All contacts will be treated fairly and promptly. To the fullest extent possible, the school will keep all complaints and the terms of their resolution confidential. Information will not be released by the school unless required by law or if necessary for the purpose of taking corrective action. The school forbids retaliation against anyone who has reported any incidents of harassment. If a student or parent/guardian is not comfortable with contacting the principal, the concern may be presented to a counselor, school social worker or to a teacher with the understanding that incidents must be reported to the principal for prompt review and action, in accordance with established procedures. A copy of such procedures can be obtained from the school office.

#### **A.9.2. Sexual Harassment of Employees**

The school maintains a working and learning environment free from any sexual harassment or sexual intimidation toward and between employees. The school will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action against offenders to eliminate it through discipline, up to and including termination of employment. Any person who believes she/he has been harassed or has witnessed harassment should promptly file a complaint in accordance with established procedures. A copy of such procedures can be obtained from the school office. To the fullest extent possible, the school will keep all complaints and the terms of their resolution confidential. Information will not be released by the school unless required by law or if necessary for the purpose of taking corrective action. The school forbids retaliation against anyone who has reported any incidents of harassment.

Sexual harassment includes, but is not limited to:

- A. Unwelcome or unwanted sexual advances. Examples include patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact which is considered unacceptable by another individual.

B. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment or status at the School.

C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendos or actions that offend others.

### **B. Work Hours**

The normal workweek for full-time School employees is (tbd) a.m. to (tbd) p.m. Monday through Friday, and will include a duty-free lunch. The principal is authorized to establish working periods and to designate work assignments in the best interests of the school.

In addition to teaching assignments, faculty members may be required to serve on various committees, attend meetings essential to the effective operation of the School, assist and perform other appropriate assignments.

### **C. Performance Appraisals**

Evaluation of an employee's performance shall be for, but not limited to, the following purposes:

1. To provide teachers with information and support for continuous improvement;
2. To motivate members of the staff to participate in the formulation and evaluation of instructional programs;
3. To provide an atmosphere of cooperation and two-way communication between administrators and teachers which will support and foster effective evaluation processes;
4. To provide information for decisions on in-service training and staff development programs; and
5. To provide a formal documented record for making judgments about personnel promotion, reassignment, tenure and termination. The school will follow the Delaware Performance Appraisal System II (DPASII) procedures as outlined by the Delaware Department of Education to appraise teachers/specialists. Procedures for implementing the Delaware Performance Appraisal System II are found in Department of Education Doc. No. 95[-01/90/07/13, 8/16/90].

### **D. Student Interns and Student Teachers**

The school has an obligation to aid in the training of prospective professionals. The school, subject to the discretion and approval of the Board of Directors, may accept placement of student teachers and interns from certified institutions.

Funds received from institutions as remuneration for the supervision of student teachers or interns shall go directly to the supervising staff member. The supervising staff member has the responsibility for directing, monitoring and evaluating the performance and activities of the student teacher or intern in accordance with the requirements of the program.

#### **E. Conflict of Interests**

The Board of Directors, teachers, or school staff members shall not have an interest, directly nor indirectly, in any agreement which may produce financial gain. If an issue arises in which a conflict of interest exists, the staff member shall withdraw from participation in the discussion and resolution of the issue.

##### **E.1. Sale of Instructional Materials or Services**

No administrator or employee connected with the school may act as an agent or solicitor for personal gain for the sale of school instructional materials, supplies, equipment and services, or promote such sales to individuals or the school district or receive any fee or reward for such sales.

##### **E.2. Tutoring**

Teachers are not permitted to tutor or counsel students under their supervision for private pay.

#### **F. Staff Development**

The school is dedicated to providing a systematic, yet flexible, program of learning experiences for its staff. This commitment to an ongoing learning process is based on the following premises:

- The effectiveness of the school as an educational system is highly dependent on the quality of its staff.
- The staff, a clearly recognizable prized asset, is a resource that must be kept current, supported, and involved in professional growth.
- The school principal plays a vital role in assisting staff members in their professional growth.
- As a team, staff members, faculty and administrators need to identify and implement methods to meet both long and short range goals.
- Staff development requires that commitments be made and responsibilities be accepted to meet those broader needs of the school.

The school's program should allow for sufficient time to provide opportunities for staff to become informed about current theory and concepts, and to determine their value and practical application. The school recognizes the importance of, and therefore provides for, staff involvement in the planning, implementation, and assessment of its staff

development program. In keeping with this policy, the principal shall present a staff development plan to the Board on an annual basis.

### **G. Conference Attendance**

Staff may be permitted to attend conferences or meetings which are beneficial to the school at the expense of the school, provided such attendance is previously approved by the principal/designee. Expenses shall be submitted to the principal's office on an itemized statement in accordance with school guidelines.

## **II. Conditions of Employment:**

### **A. Certification**

Requirements for certification are established by the Delaware Department of Education, which has reciprocity with 26 other states and the District of Columbia. Candidates for academic positions must have a Bachelor's Degree in education in the appropriate subject area. Teachers new to Delaware public schools must also achieve a passing score on all three sections of the Praxis I and II. This requirement must be satisfied by the end of the second fiscal year of employment.

### **B. Duties and Responsibilities of Instructional Personnel**

Teachers shall be under the general supervision of the school principal, and shall perform those duties required by law, by contract, and by the policies of the Board.

**B.1.** Teachers shall familiarize themselves with the policies and regulations of the school board. The school principal shall observe and enforce such policies and regulations. A copy of the Board policy shall be maintained in the school office.

**B.2.** Teachers shall devote themselves faithfully and exclusively to the performance of their duties while on school grounds during school hours.

### **C. Contract**

All certified personnel must enter into a joint contract with the Board to receive salary payments as specified.

### **D. Resignation**

All instructional personnel shall give notice of their intention to resign at least four weeks in advance, exclusive of school term vacation periods. Exception to this policy may be made only with the approval of the Board. Delaware is an "at will" employment state and as such, resignation notice requirements of employees are not to be construed with any obligation of dismissal or termination notice by the employer.

### **E. Hiring Procedures**

The school is dependent upon the quality of its staff in meeting its mission and objectives. In that regard, the school is committed to hiring the best qualified individuals

through equitable, consistent, and efficient personnel practices. The Board and school principal shall develop administrative procedures regarding employment practices.

### **E.1. Recruitment**

The school shall recruit in institutions and throughout an appropriate geographical area in order to obtain qualified, talented candidates, who reflect the diverse school population.

### **E.2. Selection Process**

The selection process shall be under the direction and coordination of the Board and the principal, and shall include appropriate input by administrators, professional and support staff, students, parents and community.

The selection of employees shall be based on job-related qualifications, consistent with the established role description for the job. The school shall not discriminate on the basis of race, gender, religion, national origin, or other factors extraneous to the designated role. Personnel information will be managed confidentially and professionally, and shared only with those individuals who have a right-to-know as defined in administrative procedures.

## **III. Employment Benefits and Leaves**

### **A. Benefits**

#### **A.1. Health Insurance**

As State of Delaware employees, each is eligible for the health insurance administered by the State.

#### **A.2. Life Insurance**

Life insurance is provided as offered through the State of Delaware.

#### **A.3. Dental Insurance**

As State of Delaware employees, each is eligible for the dental insurance administered by the State.

#### **A.4. Vision Care**

As State of Delaware employees, each is eligible for the vision insurance administered by the State.

#### **A.6. Tuition Reimbursement**

Tuition reimbursement will be available based on the operation budget passed by the General Assembly each fiscal year.

#### **A.7. Liability Insurance**

The school will contract for liability insurance.

**A.8. Summer Courses**

Delaware teachers may enroll tuition free, in summer school programs in the colleges of education at the University of Delaware and Delaware State University, contingent on the availability of funds in the State's operating budget.

**B. Leave Policies****B.1. General Policy Statement**

The school recognizes that there will be times when an employee must be granted a leave of absence for purposes other than vacation, for reasons not anticipated or covered by present Delaware Law. Leave of absences decisions not provided for by state law will be made at the discretion of the Board with specific provisions around continuity of service on a case-by-case basis.

**B.2. Leaves and Absences Provided Under Delaware Law**

The following leaves and absences, provided by the State of Delaware for all state employees, shall be administered at the School in accordance with the Delaware Code and the rules and regulations of the Department of Education:

**B.2.1. Sick Leave****B.2.2. Work Related Injury or Disease (Worker's Compensation Leave)****B.2.3. Sick Leave and Absences for Other Reasons****B.2.3.1. Death in the Immediate Family****B.2.3.2. Critical Illness in Immediate Family****B.2.3.3. Death of a Near Relative****B.2.3.4. Religious Holidays****B.2.3.5. Personal Leave****B.2.4. Sabbatical Leave****B.2.5. Military Leave****B.2.6. Jury Duty****B.2.7. Olympic Competition****B.2.8. Public Office****B.2.9. Birth of a child or Adoption Leave**

Delaware is an "at will" employment state and as such, administers the severance or termination of employees on a case-by-case basis within the guidelines of the law.

**V. Employee Grievance Procedures****A. General Provisions**

**A.1.** This procedure is to provide all employees equitable solutions for alleged violations, misinterpretations or inequitable applications of school policies or practices relative to provisions of federal anti-discrimination legislation within a specified period of time.

**A.2.** The Board recognizes that each employee has the right to clear and accepted channels of communication through which a grievance may be presented, reviewed, and equitably resolved within a specified period of time.

**A.3.** Each employee is entitled to "due process" by having his/her grievance reviewed by higher authority without fear of reprisal or recrimination as a result of having presented a grievance or having been a party in interest in the grievance procedure.

**A.4.** Each employee has the right to self-representation or is entitled to be accompanied or represented by legal counsel if the grievant so desires.

**A.5.** The grievance procedure shall be kept confidential and all documents, communication and records relating thereto will be maintained in a separate grievance file.

**A.6.** If a meeting to process a grievance is scheduled by the Board during the normal working day, the employee and all school participants will suffer no loss in pay.

**A.7.** The number of days specified in this procedure may be extended by mutual agreement between the Board or its representative and the grievant.

**A.8.** Nothing in this procedure shall be construed to limit the right of the Board or the grievant to appeal to an appropriate court of law.

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<http://www.delawarepersonnel.com/policies/docs/drugfreeworkplace.pdf>

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# **Early College High School at Delaware State University**

## **ADMINISTRATIVE PROCEDURES MANUAL**

**All procedures will be updated and approved by the Board of Directors  
prior to the school's opening**

# ADMINISTRATIVE PROCEDURES MANUAL

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## **I. School/Personnel Policies and Practices**

### **A. General**

#### **A.1. Emergency Procedures/School Closings**

The Board accepts the responsibility to employ every reasonable means at its disposal to protect pupils and staff from situations which may pose real or potential threats to their health or safety. In the exercise of this responsibility, it further recognizes that situations may arise which require closing the school in whole or in part.

Therefore, it is the policy of the Board that the school principal/designee shall monitor those conditions which would or could jeopardize the safety and well-being of pupils and staff. The principal is authorized to use his/her judgment with regard to closing the school and to establish those procedures which will do so in an efficient manner. The principal shall notify parents, staff, students and others of school closings.

Annually, parents of all students shall be informed of the school's emergency closing procedures. Parents should be notified that the general intent of the school is to offer a regular program of instruction on every school day, and that the principal determines whether the school should be closed based on his/her perspective of what is in the best interest of all students.

With regard to school staff, the principal shall determine staff members' responsibilities in reporting to work based upon the school's work hour policy.

#### **A.2. Fire Drills**

It shall be the policy of the school to conduct at least one fire drill each month the school is in operation. During severe weather, fire drills may be postponed when approved by Fire Department officials. A record shall be kept in the school office of the date and hour of each fire drill that is held.

All fire drills should simulate actual fire conditions and safe building evacuation procedures are to be followed. No one is to return to the building until the principal/designee indicates it is safe to return.

In the event of a fire, the principal/designee shall immediately report such fire to the fire department.

#### **A.3. Bomb Threat**

The following procedure will be followed when a threat of bomb damage has been made to the school. On receipt of a bomb threat by phone, letter, orally, or other means, the following steps will be taken:

1. The principal/designee will call the State Police and request them to have a detective in an unmarked car come to school and see the principal concerning the bomb threat.

2. The principal/designee will notify the Fire Department.
3. The State Police working with the principal shall assume responsibility for the search, follow-up and investigation.
4. If evacuation of the building(s), dismissal of classes, etc., is in order, the principal, after careful evaluation, will make the decision.

#### **A.3.1. Telephone Bomb Threat**

When a telephone bomb threat is received, it is very important that as much information as possible be obtained from the caller. Every effort shall be made to engage the caller in conversation as to the following:

1. The time element involved; i.e., today? Now? This afternoon? Before three o'clock?, etc.
2. The location of the bomb - basement, locker, portable, floor, wing, shop, etc.
3. The type of device - type of explosive, dynamite, nitroglycerine, alarm clock timing, fuse detonated, cigarette burning timer, candle, etc.

Each or any of these subjects concerning the bomb may be of particular pride or interest to the caller and may initiate a conversation that will result in his giving information that would be vital in the prevention of a disaster.

The person receiving the call shall make a special written record of the following and turn this information over to the investigating officer:

1. The exact time and date the threat was received.
2. The message, as received (as accurately as possible).
3. Was there any threat implied as to race, religion or nationality?
4. An approximation of age and gender of the caller.
5. Were there any background noises that could be identified - juke box, radio, type of music, background talk or conversation, whispered encouragement/advice, etc.
6. Did caller have any distinguishable accent or drawl?
7. Did caller sound calm, hysterical, or factual?

#### **A.3.2. Evaluation and Action**

At this point the officer responsible will make a careful evaluation of all pertinent information and determine appropriate actions.

#### **A.3.3. Bomb Threat Search Procedures**

In the event there is reason to suspect that a bomb has been placed in a school, the State Police will organize "search teams" and assign them to various areas of the building to be searched.

In the event of discovery of a suspect bomb, the following steps will be taken:

1. Do not in any way touch or attempt to move the suspect package.

2. Contact the State Police immediately in order that they may take the following steps:
  - a. Clear the danger area of all occupants.
  - b. Establish an organized guard around the outside area to prohibit others from entering.
  - c. Notify hospital to be on stand-by in the event of need for medical aid.
  - d. Arrange for shutting off all power, gas, and fuel lines leading into the danger area.
  - e. Arrange for the removal of all flammable materials from the surrounding area.
  - f. Notify the local fire department and rescue squad.
  - g. Notify the stand-by agencies so that a competent explosives expert can be brought in.
  - h. When possible, obtain mattresses to be used as protection against flying fragments.
  - i. Check with custodian to have available fire extinguishing and fire-fighting equipment.
  - j. Arrange with the local authorities for the use of portable X-ray equipment.
  - k. Avoid moving any article or articles which may in any way be connected with the bomb or which may act as a triggering mechanism.

#### **A.3.4. Other Important Information**

The following additional information should be used as a guide:

Persons to be evacuated from the area should be moved to a minimum of three hundred feet from the point of possible explosion. Prior experience in other areas of the United States has indicated that an exploding bomb may cause damage to property and serious or fatal injuries to persons within an area of at least three hundred feet. It should be noted that there is also the danger of flying objects and shrapnel-like particles which make no arbitrary distance a safe one. For this reason, all unofficial or unnecessary personnel should withdraw from the scene completely.

In reference to power, gas, and fuel lines leading to a danger area, these should be shut off as soon as practical. By so doing, we would possibly prevent a second explosion of flammable materials which would further add to any disaster. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

If an actual bomb explosion does occur, the police will maintain a guard around the area to prevent re-entry by any unauthorized person. It should be stated that, at this point, inspection and evaluation of the debris and standing structure would be conducted by appropriately trained personnel. Primarily their inspection would be necessary to insure the safety of all persons having business in the bombed area. Fire marshals, building inspectors, etc., would inspect the building regarding supporting walls, damaged overhead structures, broken gas lines, live power lines, etc. Their inspection should

precede any police or security investigation and would be designed to prevent any further injury.

#### **A.4. Prohibition of the Use of Tobacco Products**

The use of tobacco products on school premises is prohibited by state law. In addition, tobacco use is contrary to the educational goals, image and interests of the school, and to the maintenance of a healthy and safe school and work environment. Substantial medical research has established that the use of tobacco is a serious hazard to the health and welfare of users and, secondarily, to the health and welfare of those exposed to smoke.

For these reasons, all persons (students, employees, independent contractors, school visitors and members of the general public) are prohibited from using any tobacco products in or on school premises or property. Possession of lighted smoking materials shall be considered "use" within this policy.

Under Delaware state law, students under the age of 18 are prohibited from possessing cigarettes or any other tobacco product.

Violators of this policy will be subject to applicable Delaware Statute(s), and the disciplinary procedures of the school.

#### **A.5. Drug Free Workplace**

Illegal drugs and the use of alcohol have no place in the school environment. Furthermore, Congress passed the Drug-Free Workplace Act of 1988, requiring the certification of federal grantees of a drug-free workplace; and the Drug-Free Schools and Communities Act Amendments of 1989 requiring institutions to certify adoption and implementation of programs to prevent unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

Therefore, the school will abide by the State of Delaware's Drug-Free Workplace Policy which is included at the end of this manual.

#### **A.6. Affirmative Action Plan**

It is the policy of the school that no person shall, on the basis of race, color, creed, sex, national origin, age or disability, be subjected to any discrimination prohibited by the Civil Rights Act of 1964, as amended; the Age Discrimination in Employment Act, as amended; American with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title IX of the Educational Amendments of 1972; and other applicable laws, regulations, and Executive Orders. This policy applies to recruitment, employment, and subsequent placement, training, promotion, compensation, continuation, probation, discharge, and other terms and conditions of employment over which the School has jurisdiction.

The school will further equal employment opportunities for members of minority groups and for females through implementation of the Affirmative Action Policy. Under this

policy, the school actively seeks qualified minority and female applicants for open positions in order to attain its goal of fair representation of minorities and females in all branches and divisions and in all job classifications.

#### **A.7. Cultural Diversity**

The school will develop and implement a program which will assure that the school is uniformly addressing diversity in all of its activities. The concept of diversity stresses respect for all human differences. Diversity is an asset that provides a balance of different viewpoints, perspectives, and strengths.

The school's program will increase knowledge and understanding of diversity issues. Greater innovation and creativity in curricular matters, decision making, and problem solving will be possible in this socially diverse environment. Diversity will encompass all aspects of school functions, including the curriculum, employee relations and student interaction.

Gender, racial, ethnic, cultural, religious, and other differences enrich the educational and social environment where individuals teach, learn, and work. Differences among our students and employees present the school with opportunities to cultivate mutual understanding and respect.

In demonstrating its commitment to diversity, the School will support the pluralistic community it serves, which complements its philosophy and mission.

#### **A.8. Nondiscrimination with Respect to Disability**

It is the policy of the school that no person shall be subjected to discrimination on the basis of disability as prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other applicable laws, regulations and Executive Orders. This policy applies to access and utilization of facilities, services, and programs; and to employment, including but not limited to recruitment, selection, training, promotion, compensation, continuation, probation, and discharge, if the person is qualified and able to perform the essential functions of the job with or without reasonable accommodation.

#### **A.9. Sexual Harassment**

All faculty, staff, and students have a right to work and/or attend a school in an environment free of discrimination, including freedom from sexual harassment. Therefore, it is the policy of the school that no member of the school community may sexually harass another. Any employee or student will be subject to disciplinary action including, but not limited to, dismissal for violation of this policy.

##### **A.9.1. Sexual Harassment of Students**

The school maintains an environment free from any sexual harassment or sexual intimidation toward and between students. The school will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action to eliminate it, up to and including full discipline of offenders.

Sexual harassment includes, but is not limited to, any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or interferes with the recipient's academic performance. Sexual harassment includes any form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or express pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of escalated harassment, sarcasm, intimidation, or unwarranted comments to or through peers.

Any student who believes that they have been subjected to or have witnessed sexual harassment or any parents/guardians who believe their child has been subjected to or has witnessed sexual harassment, should report the incident(s) to the principal. All contacts will be treated fairly and promptly. To the fullest extent possible, the school will keep all complaints and the terms of their resolution confidential. Information will not be released by the school unless required by law or if necessary for the purpose of taking corrective action. The school forbids retaliation against anyone who has reported any incidents of harassment. If a student or parent/guardian is not comfortable with contacting the principal, the concern may be presented to a counselor, school social worker or to a teacher with the understanding that incidents must be reported to the principal for prompt review and action, in accordance with established procedures. A copy of such procedures can be obtained from the school office.

#### **A.9.2. Sexual Harassment of Employees**

The school maintains a working and learning environment free from any sexual harassment or sexual intimidation toward and between employees. The school will not tolerate sexual harassment in any form and will promptly investigate and administer appropriate action against offenders to eliminate it through discipline, up to and including termination of employment. Any person who believes she/he has been harassed or has witnessed harassment should promptly file a complaint in accordance with established procedures. A copy of such procedures can be obtained from the school office. To the fullest extent possible, the school will keep all complaints and the terms of their resolution confidential. Information will not be released by the school unless required by law or if necessary for the purpose of taking corrective action. The school forbids retaliation against anyone who has reported any incidents of harassment.

Sexual harassment includes, but is not limited to:

- A. Unwelcome or unwanted sexual advances. Examples include patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact which is considered unacceptable by another individual.

B. Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment or status at the School.

C. Verbal abuse or joking that is sexually oriented and considered unacceptable by another individual. This includes commenting about an individual's body or appearance where such comments go beyond mere courtesy; telling "dirty jokes" that are clearly unwanted and considered offensive by others; or any other tasteless, sexually oriented comments, innuendos or actions that offend others.

### **B. Work Hours**

The normal workweek for full-time School employees is (tbd) a.m. to (tbd) p.m. Monday through Friday, and will include a duty-free lunch. The principal is authorized to establish working periods and to designate work assignments in the best interests of the school.

In addition to teaching assignments, faculty members may be required to serve on various committees, attend meetings essential to the effective operation of the School, assist and perform other appropriate assignments.

### **C. Performance Appraisals**

Evaluation of an employee's performance shall be for, but not limited to, the following purposes:

1. To provide teachers with information and support for continuous improvement;
2. To motivate members of the staff to participate in the formulation and evaluation of instructional programs;
3. To provide an atmosphere of cooperation and two-way communication between administrators and teachers which will support and foster effective evaluation processes;
4. To provide information for decisions on in-service training and staff development programs; and
5. To provide a formal documented record for making judgments about personnel promotion, reassignment, tenure and termination. The school will follow the Delaware Performance Appraisal System II (DPASII) procedures as outlined by the Delaware Department of Education to appraise teachers/specialists. Procedures for implementing the Delaware Performance Appraisal System II are found in Department of Education Doc. No. 95[-01/90/07/13, 8/16/90].

### **D. Student Interns and Student Teachers**

The school has an obligation to aid in the training of prospective professionals. The school, subject to the discretion and approval of the Board of Directors, may accept placement of student teachers and interns from certified institutions.

Funds received from institutions as remuneration for the supervision of student teachers or interns shall go directly to the supervising staff member. The supervising staff member has the responsibility for directing, monitoring and evaluating the performance and activities of the student teacher or intern in accordance with the requirements of the program.

#### **E. Conflict of Interests**

The Board of Directors, teachers, or school staff members shall not have an interest, directly nor indirectly, in any agreement which may produce financial gain. If an issue arises in which a conflict of interest exists, the staff member shall withdraw from participation in the discussion and resolution of the issue.

##### **E.1. Sale of Instructional Materials or Services**

No administrator or employee connected with the school may act as an agent or solicitor for personal gain for the sale of school instructional materials, supplies, equipment and services, or promote such sales to individuals or the school district or receive any fee or reward for such sales.

##### **E.2. Tutoring**

Teachers are not permitted to tutor or counsel students under their supervision for private pay.

#### **F. Staff Development**

The school is dedicated to providing a systematic, yet flexible, program of learning experiences for its staff. This commitment to an ongoing learning process is based on the following premises:

- The effectiveness of the school as an educational system is highly dependent on the quality of its staff.
- The staff, a clearly recognizable prized asset, is a resource that must be kept current, supported, and involved in professional growth.
- The school principal plays a vital role in assisting staff members in their professional growth.
- As a team, staff members, faculty and administrators need to identify and implement methods to meet both long and short range goals.
- Staff development requires that commitments be made and responsibilities be accepted to meet those broader needs of the school.

The school's program should allow for sufficient time to provide opportunities for staff to become informed about current theory and concepts, and to determine their value and practical application. The school recognizes the importance of, and therefore provides for, staff involvement in the planning, implementation, and assessment of its staff

development program. In keeping with this policy, the principal shall present a staff development plan to the Board on an annual basis.

### **G. Conference Attendance**

Staff may be permitted to attend conferences or meetings which are beneficial to the school at the expense of the school, provided such attendance is previously approved by the principal/designee. Expenses shall be submitted to the principal's office on an itemized statement in accordance with school guidelines.

## **II. Conditions of Employment:**

### **A. Certification**

Requirements for certification are established by the Delaware Department of Education, which has reciprocity with 26 other states and the District of Columbia. Candidates for academic positions must have a Bachelor's Degree in education in the appropriate subject area. Teachers new to Delaware public schools must also achieve a passing score on all three sections of the Praxis I and II. This requirement must be satisfied by the end of the second fiscal year of employment.

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**A.2.** The Board recognizes that each employee has the right to clear and accepted channels of communication through which a grievance may be presented, reviewed, and equitably resolved within a specified period of time.

**A.3.** Each employee is entitled to "due process" by having his/her grievance reviewed by higher authority without fear of reprisal or recrimination as a result of having presented a grievance or having been a party in interest in the grievance procedure.

**A.4.** Each employee has the right to self-representation or is entitled to be accompanied or represented by legal counsel if the grievant so desires.

**A.5.** The grievance procedure shall be kept confidential and all documents, communication and records relating thereto will be maintained in a separate grievance file.

**A.6.** If a meeting to process a grievance is scheduled by the Board during the normal working day, the employee and all school participants will suffer no loss in pay.

**A.7.** The number of days specified in this procedure may be extended by mutual agreement between the Board or its representative and the grievant.

**A.8.** Nothing in this procedure shall be construed to limit the right of the Board or the grievant to appeal to an appropriate court of law.

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<http://www.delawarepersonnel.com/policies/docs/drugfreeworkplace.pdf>

[http://www.delawarepersonnel.com/policies/sex\\_harassment.shtml](http://www.delawarepersonnel.com/policies/sex_harassment.shtml)

Early College High School at Delaware State University  
Year 1 Fundraising Plan  
December 2011

To supplement the Early College High School at DSU projected budget and provide additional resources for students attending the school, the Operating Board will be actively engaged in fundraising in partnership with Delaware State University. Fundraising will begin following the State's approval of the charter application and will be managed by a Fundraising Committee, appointed by the Operating Board, in partnership with the school leader and, where appropriate, with Delaware State University. The school's CMO, Innovative Schools and Operations Manager (once hired) will ensure that appropriate accounting protocols are in place to accept philanthropic donations.

**ALL FUNDRAISING ACTIVITIES OF THE EARLY COLLEGE HIGH SCHOOL MUST BE COORDINATED WITH AND APPROVED BY DELAWARE STATE UNIVERSITY'S VICE PRESIDENT FOR ADVANCEMENT.**

**SECTION 1: ORGANIZATIONAL FUNDING GOALS**

<b>Need</b>	<b>\$ GOAL</b>
Capital/School Building	\$500,000
Book Fund	\$50,000
College Credit Fund	\$50,000
Technology	\$50,000
<b>TOTAL FUNDING NEED</b>	<b>\$650,000</b>

**SECTION 2: FUNDRAISING GOALS BY SOURCE**

Projected Revenue By Source

<b>Revenue sources</b>	<b>Projected \$</b>
Individual donors	\$9,000
Foundation grants	\$605,000
Corporate gifts	\$20,000
Special events	\$16,000
<b>TOTAL REVENUE</b>	<b>\$650,000</b>

Projected Revenue By Fundraising Strategy

<b>Fundraising strategies</b>	<b>Projected \$</b>
Individual Donors	
Board of Directors	\$2,500
Online/email giving	\$2,500
Brick Campaign (\$50/brick)	\$4,000
Foundation Grants	
African American Empowerment Fund	\$25,000
Longwood Foundation	\$250,000

Welfare Foundation	\$150,000
Laffey McHugh Foundation	\$20,000
Crystal Trust	\$20,000
Gilliam Foundation	\$20,000
Rodel Foundation of Delaware	\$50,000
The Next Generation Fund	\$20,000
United Way	\$50,000
Corporate Gifts	
Delaware Business Roundtable	\$5,000
Best Buy Foundation	\$5,000
Home Depot Foundation	\$10,000
Special Event	
Early College High School at DSU Opening Celebration	\$13,000
Early College High School at DSU Barn Raising	\$3,000
<b>TOTAL REVENUE</b>	<b>\$650,000</b>

<b>Other Benchmarks</b>	<b>Projected</b>
# Donors >\$250	10
# Donors <\$250	75
# Individual donors	85
# Face to face donor meetings	20
# Names on donor email list	400
# Website donations	50

### SECTION 3: FUNDRAISING STRATEGIES

#### INDIVIDUAL GIFTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from Governing and Founding Board of Directors. Goal is to raise a minimum of \$2,500, with 100% of the Board contributing at giving levels that are reasonable yet meaningful to each of them.	<ul style="list-style-type: none"> <li>Develop Board Solicitation Letter</li> <li>Discuss Board Giving Goal at June Board Meeting</li> <li>Identify key point of contact to have individuals conversations with each Board member to answer any questions</li> <li>Send reminder emails to those individuals that do not submit donation in October and March.</li> <li>Submit thank you and donor acknowledgement letter for tax purposes with-in one week of their gift.</li> <li>Update Board on progress with meeting Board giving Goal at monthly Board meetings.</li> </ul>	Fundraising Committee/ School Leader
Create awareness about the school's fundraising needs by establishing an	<ul style="list-style-type: none"> <li>Develop text and giving levels for online giving page that clearly communicates needs and impact of gift.</li> </ul>	Fundraising Committee/ School

<p><b>Online/Email Giving campaign.</b></p> <p>Goal is to raise a minimum of \$2,500 utilizing this resource, with at least 50 individuals donating \$50/person.</p>	<ul style="list-style-type: none"> <li>• Research companies that provide customized online giving services</li> <li>• Select provider by July 1, work with Innovative Schools to have online giving incorporated into website</li> <li>• Reach out to local non-profit organizations to help advertise the online giving campaign in their newsletters.</li> <li>• Develop messaging to be included on all print materials directing individuals to the online giving section of the school website.</li> <li>• Develop and send electronic email about the school's fundraising needs; send out twice during the year in December and in June to entire email list.</li> <li>• Work with Innovative Schools to ensure that online giving is properly recorded the school's financial records</li> <li>• Monitor progress on donations monthly</li> </ul>	<p>Leader/ Innovative Schools</p>
<p><b>Engage individuals in the school's Capital Campaign by establishing a "Brick Campaign."</b></p> <p>Goal is to raise a minimum of \$4,000 using this strategy, with at least 80 individuals purchasing a brick for \$50.</p>	<ul style="list-style-type: none"> <li>• Discuss Brick Campaign idea with architect and landscapers prior to construction to determine best way to incorporate strategy into building design, determine size and finish of bricks</li> <li>• Research companies that provide brick engraving services</li> <li>• Develop flyer about the Brick Campaign; incorporate messaging onto website as well</li> <li>• Develop thank you letter/donor acknowledgement form to send to individual who purchase brick.</li> <li>• Acknowledge donors on school website and at the Opening Celebration</li> </ul>	<p>Fundraising Committee/ School Leader</p>

## FOUNDATION GRANTS

STRATEGY	ACTIONS	STAFF INVOLVED
<p>Solicit donations from local Foundations. Goal is to raise a minimum of \$605,000 for capital needs.</p>	<ul style="list-style-type: none"> <li>• Research information on Foundations to determine grant deadlines, application criteria, etc.</li> <li>• Identify main contact at Foundations and schedule face-to-face meeting to share information about the school and discuss the Foundation's goals and giving interests</li> <li>• Write applications, have at least 3 proof readers review application before submission</li> <li>• Follow-up with contact after outcome of proposal is known; submit thank you letter.</li> <li>• If application was not funded, ask contact for</li> </ul>	<p>Fundraising Committee/ School Leader</p>

	<p>feedback.</p> <ul style="list-style-type: none"> <li>• If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year.</li> <li>• Acknowledge all gifts on school website. Update Board on progress.</li> </ul>	
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## CORPORATE GIFTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from local corporations. Goal is to raise a minimum of \$15,000.	<ul style="list-style-type: none"> <li>• Identify contact to inquire about a presentation for the Delaware Business Roundtable.</li> <li>• Develop presentation; appropriate materials to share at meeting.</li> <li>• Determine if there is an application process.</li> <li>• Send thank you note and schedule individual follow-up meetings with each representative on the Delaware Business Roundtable to build key relationships.</li> <li>• Follow-up with contact after outcome of presentation is known.</li> <li>• If application was not funded, ask contact for feedback.</li> <li>• If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year.</li> <li>• Acknowledge all gifts on school website.</li> <li>• Update Board on progress; share info with key stakeholders in monthly newsletters</li> </ul>	Fundraising Committee/ School Leader

## SPECIAL EVENTS

STRATEGY	ACTIONS	STAFF INVOLVED
Organize a fundraising cocktail hour to coincide with the school's opening celebration.	<ul style="list-style-type: none"> <li>• Determine best date for the Opening Celebration</li> <li>• Identify key people to manage opening celebration, develop timeline with key dates</li> <li>• Ask a Board member to donate home for purposes of cocktail hour</li> </ul>	Fundraising Committee/ School Leader
Goal is to raise a minimum of \$13,000 from this event with at least 52 individuals contributing a minimum of \$250	<ul style="list-style-type: none"> <li>• Identify caterer</li> <li>• Develop invitations</li> <li>• Develop invite list</li> <li>• Identify key guest speaker to attend</li> </ul>	

	<ul style="list-style-type: none"> <li>• Solicit gifts for silent auction</li> <li>• Develop materials to share with guests</li> <li>• Send thank you letters to all guests and businesses that donated prizes</li> <li>• Acknowledge all gifts on the school's website</li> <li>• Update Board on progress; share info with key stakeholders in monthly newsletters</li> </ul>	
Organize a Barn Raising event to help prepare for school opening. Goal is to build community support and raise at least \$3,000 dollars in donations and in-kind gifts	<ul style="list-style-type: none"> <li>• Develop flyer, email, press release, and other materials to help promote event and secure volunteers</li> <li>• Develop inventory list of items that are needed for barn raising, both materials and financial needs</li> <li>• Develop list of local businesses and conduct outreach to these groups for donations of supplies and financial gifts.</li> <li>• Develop an solicitation letter to local businesses, families for donations</li> <li>• Develop agenda for day of the barn raising; develop plan for coordinating volunteers around key projects</li> <li>• Order t-shirts for volunteers; provide promotional materials about the school</li> <li>• Develop strategy for acknowledging volunteers/contributors</li> <li>• Capture information on volunteers and contributors and add to mailing list.</li> </ul>	Fundraising Committee/ School Leader

#### SECTION 4: SUPPORT MATERIALS (TO BE DEVELOPED)

- Case for support describing the funding needs and the school's benefit to the community (will utilize materials developed for marketing purposes)
- Early College High School at Delaware State University 501 c3 letter (to be obtained)
- Early College High School at Delaware State University Board of Directors List (to be obtained once governing Board has been selected)
- Project budgets for each giving area identified (to be developed once building site has been selected, quotes obtained for school van and technology)
- Board Solicitation Letter
- Donor acknowledgement letter
- Audit (to be obtained Year 2 of operation)

**Early College High School at Delaware State University  
Year 1 Marketing Plan  
November 2011**

**ALL MARKETING ACTIVITIES FOR THE EARLY COLLEGE HIGH SCHOOL MUST BE COORDINATED WITH AND APPROVED BY THE APPROPRIATE DELAWARE STATE UNIVERSITY'S VICE PRESIDENT.**

**Marketing Goal**

Enroll 125 - 9<sup>th</sup> grade students by February 2013. Student population will seek to reflect a 50-50 male to female ratio and a diverse student population comprised of 40% African/American, 40% Hispanic/Latino and 20% Caucasian. It is anticipated that approximately 75% of the student population will qualify as low income students.

**Audience**

To reach this goal, Year 1 marketing strategies for Early College High School at DSU will focus on:

- I. Rising high school aged students who are first generation college-goers (specifically teenagers aged 12-15)
  - a. Subcategory – Parents of rising high school aged students who do not have a Bachelor's Degree.

**Targeted Neighborhoods:**

Recruitment efforts for the Early College High School at DSU will focus on Kent County with specific marketing to public and private middle school students. This would include students currently residing in the Caesar Rodney, Capital, Lake Forest, Milford, Polytech, and Smyrna school districts.

**Project Management:**

To best execute this marketing plan, Innovative Schools as Charter Management Organization, will develop marketing materials and manage all aspects of student recruitment and community engagement in partnership with Early College High School at DSU school leadership and DSU staff.

**Market Segment Analysis:**

- a. Key Characteristics of Target Audience
  - i. Census Data<sup>i</sup>

CENSUS CATEGORY	Sussex County
Population, 2010 estimate	197,145
Population, Percent Change 2000 to 2010	25.9%
Persons under 18 years old	20.4%
Female persons	51.2%
White persons	79%

<b>Black persons</b>	12.7%
<b>Asian persons</b>	1%
<b>Persons reporting two or more races</b>	2.3%
<b>Persons of Hispanic or Latino origin</b>	8.6%
<b>Language other than English spoken at home, percent of persons age 5+</b>	8.3%
<b>High school graduate, percent of persons age 25+</b>	84.2%
<b>Bachelor's degree or higher, percent of persons age 25+</b>	21.4%
<b>Housing Units, 2000</b>	123,036
<b>Homeownership rate</b>	80%
<b>Median household income</b>	\$50,024
<b>Persons below poverty</b>	12.2%

*\*See also data from Feasibility Study for additional information on specific school districts in Kent County and enrollment trends.*

## ii. Market Segment Analysis<sup>ii</sup>

Market research roughly defines the teen market in the following ways:

- Represents the most multicultural population on record in the United States
  - One out of every three teens age 12 to 19 belongs to a minority racial or ethnic group as compared to one out of five in the Pre-Boomer generation.
  - Not overly concerned with ethnic designators but can be best described as “intra-cultural”— they do not identify themselves as solely African American/Black, Hispanic/Latino, Asian American, or Caucasian. Teens blur the lines between ethnic and racial identities.
- Exhibit a strong need for individuality in their self-expression
- Socially and environmentally conscience
- Realistic and optimistic with a strong sense of individualism, but not with the fierce independence of previous generations
- Being really good at your job and having “control in your life” are important components of a teen’s definition of success.
- Value relationships; deep attachment and respect for family
- Understand the need and are able to turn on a dime because they live with short-term change and volatility on a day-to-day basis.
- Unlike previous generations, realize that their choices are filled with a mix of good and bad.
- Have a strong sense of empowerment; believe they can conquer any challenge; actively seek out causes to support
- Self-assured, trust their own judgment, and have a clear idea of objectives and goals in life

- Have significant influence on household “purchases” and on societal trends as parents rely more on teens’ advanced computer skills to research products online
- Despite being raised in a period of rapid change, they display a remarkable self-confidence in their judgment. Teens do their research and exhibit skepticism prior to making large purchases.

**iii. Key Communication Characteristics<sup>iii</sup>:**

Research shows that the number of teenagers using the internet has grown exponentially and over 87% of those between the ages of 12 and 17 are online. Compared to a few years ago, teens’ use of the internet has intensified and broadened as they log on more often and do more things when they are online.

Additional noteworthy characteristics:

- Have access to evolving new technologies and want and expect to have control over their media experiences
- Ability to multitask media
- Demand that information be presented in contextual, educational and entertaining formats, rather than in straight sales pitches
- Ability to actively develop content for online communications through blogging, posting videos, etc.
- Prefer instant messaging (IM) and text messaging as ways to connect with their friends; utilize these communications tools for everyday conversations that range from casual to more serious and private exchanges. Also use this tool for personal expression.
- Increasingly see email as a tool for communicating with “adults” such as teachers, institutions like schools, and as a way to convey lengthy and detailed information to large groups.

**b. Strategy:**

Taking into account the teen market’s preferred communications style, the Early College High School at DSU marketing plan will incorporate interactive, engaging, and experiential components as defined below.

- **Interactive**

- Implement online strategies such as a website, Facebook, Twitter and YouTube to develop a campaign that students can visit and send their friends to. Incorporate humor, and contests to help promote repeat visits, but methods will educate the students and parents on the unique qualities of the school and the ways in which it will prepare them for their future.

- **Engaging**

- Utilize community or informational meetings at middle schools to provide students with an overview of what a day at Early College High School at DSU would look like through interactive presentations. Incorporate Skype sessions so that prospective

students can communicate with peers attending an Early College High Schools in another state. Incorporate role play strategies.

- **Experiential**

- All communications tools will help point to the unique value that the Early College High School at DSU will provide to students. In Year 1- messaging will highlight the balance of high school and college work, the progression to college credits, and the unique opportunities available to students and their parents as a student on the Delaware State University campus.

**c. Messaging:**

- **For High School Aged Students**

Messaging for Early College High School at DSU will be targeted specifically towards first generation college bound families and the unique opportunity presented through the Early College program. This messaging will highlight the number of college credits that will be completed and the support network in place to help students progress from high school to college. Wherever possible, the school design will be explained through the students' eyes. Pictures of students and student testimonials attending other EdWorks early college high schools will build a basis for Early College High School at DSU's story in Year 1 and provide an authentic picture of what this school will have to offer Delaware's students using peer-to-peer communications strategies.

For example, print and website materials will include a "road map" of a student that has graduated from an Early College High School, by focusing on their initial interests as a freshmen, sit in with them during college classes as they interact with college students in academic topics, a college counseling session as they select colleges, and look into their first official year at college, highlighting the fact that most of the students are entering as college sophomores because of the credits they have acquired in high school.

In Year 2, testimonials from students at other EdWorks' Early College high schools will be replaced with testimonials from students attending Early College High School at DSU. Students will be asked to contribute to the Early College High School at DSU marketing plan, and serve as "school ambassadors" to aid in the recruitment of the incoming 9<sup>th</sup> grade class.

- **Parents of High School Aged Students**

Parents of Early College High School at DSU students will be an important audience in marketing the Early College model. Messaging will be designed to engage parents who have not completed a 4-year degree and to ask them to consider the barriers that prevented their attendance in or completion of a

college program and how they can help remove some of those barriers for their children.

Marketing materials will highlight the unique components of the Early College High School at DSU academic program, the model's record with academic success, and the strong network of other EdWorks Early College High schools. In addition, the Early College High School at DSU website will include a "Parent Resource Center" that will incorporate testimonials from other parents that have enrolled their child in an Early College high school, information about community meetings or webinars they can attend to learn more about the school and have their questions answered in person, and information on the "Buddy Program," to provide a parent-to-parent support system for parents that choose to complete an application to enroll their child in the school.

Parents that complete an application will also receive a home visit from the Early College High School at DSU principal or teachers to help build trust and respect. A monthly newsletter and regular emails prior to the opening of the school will help to continually engage parents and keep them informed of the school's progress.

**f. Marketing materials to be developed:**

To capitalize on the reputation and record of success built by EdWorks and DSU over the past several years and reduce the cost of marketing projects in Year 1, Early College High School at DSU will try to work with the DSU marketing department to see if it is possible to piggy-back on current DSU college recruitment efforts for evening and online college classes, which are more likely to enroll students who may also be parent. Early College High School at DSU will also incorporate messaging and materials already in place for other EdWorks Early College schools.

Existing materials include Early College brochures, promotional videos, Power Point presentations, and more. A sample of existing EdWorks Early College brochures and recruitment materials are attached as a reference. In addition to these resources which are already in place, Innovative Schools will develop the following unique materials about the school with input from the Early College High School at DSU governing board and school staff. Materials will include:

- School Logo
- Website
- Recruitment brochure

- Constant Contact software to distribute an electronic newsletter and email blasts
- Flyers
- Facebook and Twitter Accounts
- E-Newsletter

**g. Marketing Strategies/ Tools**

See attached spreadsheet outlining strategies, tools, and anticipated costs.

**h. Evaluation**

To evaluate the success of marketing strategies listed above, on the Early College High School at DSU enrollment application students or parents will be asked how they learned about the school by selecting from a list of marketing strategies that were implemented. Strategies that received a high ranking will be continued in Year 2.

**i. Timeline**

See attached timeline.

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<sup>i</sup> U.S. Census Bureau, *State & County Quick Facts, Wilmington, Delaware*.  
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<sup>ii</sup> Magazine Publishers of America, *Teen Market Profile*, New York, NY. 2004.  
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PEW Research Center, *Millennials: Confident. Connected. Open to Change*. 2010.  
<http://pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/> Accessed 17 June 2010.

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<sup>iii</sup> Magazine Publishers of America, *Teen Market Profile*, New York, NY. 2004.  
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PEW Research Center. *The Teens Market in the US*. Rockville, MD. 2007.  
[http://louis.com/IMD\\_Project\\_Planning/wk01/MarketResearch.com\\_1585254.pdf](http://louis.com/IMD_Project_Planning/wk01/MarketResearch.com_1585254.pdf). Accessed 17 June 2011.

**DRAFT**

**Early College High School at Delaware State University  
Year 1 Marketing Plan  
Marketing Strategies/Tools and Estimated Costs**

**ALL MARKETING ACTIVITIES FOR THE EARLY COLLEGE HIGH SCHOOL MUST BE COORDINATED WITH AND APPROVED BY THE APPROPRIATE DELAWARE STATE UNIVERSITY'S VICE PRESIDENT.**

<b>High School Aged Students and Parents of High School Aged Students</b>		
<b>Strategy</b>	<b>Goal</b>	<b>Estimated Cost</b>
<b>Community Engagement Meetings</b> <ul style="list-style-type: none"><li>• Meeting will include video footage of students speaking to their experience attending an Early College High School</li><li>• Meeting will also include a Skype session with students already attending an Early College High school so that students can speak with other students.</li></ul>	Host a minimum of 3 community engagement meetings beginning in the summer of 2012 in key communities in Kent County. Locations to be determined based on outcomes of Feasibility Study and input from the DSU Marketing Team	\$5,000 for three meetings
<b>Virtual webinars for individuals who are not able to attend in-person meetings</b> <ul style="list-style-type: none"><li>• Innovative Schools to host webinar utilizing their existing software.</li><li>• Webinar invitation and presentation to be customized for Early</li></ul>	Host a minimum of 3 virtual webinars for parents and students interested in learning more about DSU Early College.	\$0

## DRAFT

College High School at DSU		
<b>Recruitment at middle school locations</b>	Host one recruitment session for 8 <sup>th</sup> graders by Nov. 1 <sup>st</sup> in the following middle schools located in Caesar Rodney, Capital, Lake Forest, Milford, and Smyrna School District's <ul style="list-style-type: none"><li>• Dover Air Force Base Middle School</li><li>• Fred Fifer Middle School</li><li>• Postlethwait Middle School</li><li>• Central Middle School</li><li>• Henry Middle School</li><li>• W.T. Chipman Middle School</li><li>• Milford Middle School</li><li>• Smyrna Middle School</li><li>• Campus Community Middle School</li><li>• Providence Creek Academy Charter School</li></ul>	\$0
<b>Newspaper advertisements / Sticker</b>	Purchase advertising space in the Kent County newspapers.	Will get quote following charter approval
<b>Blogs</b>	Post advertisements in Delaware specific blogs that direct readers to the Early College High School at DSU website and social networking sites.	\$0
<b>Non-profit newsletters</b>	Partner with other education-related non-profit organizations to include a short piece about Early College High School at DSU in their newsletters. Examples of non-profit organizations include: <ul style="list-style-type: none"><li>• Metropolitan Wilmington Urban League</li><li>• PIC of Delaware</li><li>• Learning Link of Delaware</li><li>• Voices 4 Change</li><li>• Vision 2015</li><li>• Rodel Foundation</li><li>• Boys and Girls Clubs of Delaware</li><li>• Big Brothers Big Sisters of Delaware</li></ul>	\$0

## DRAFT

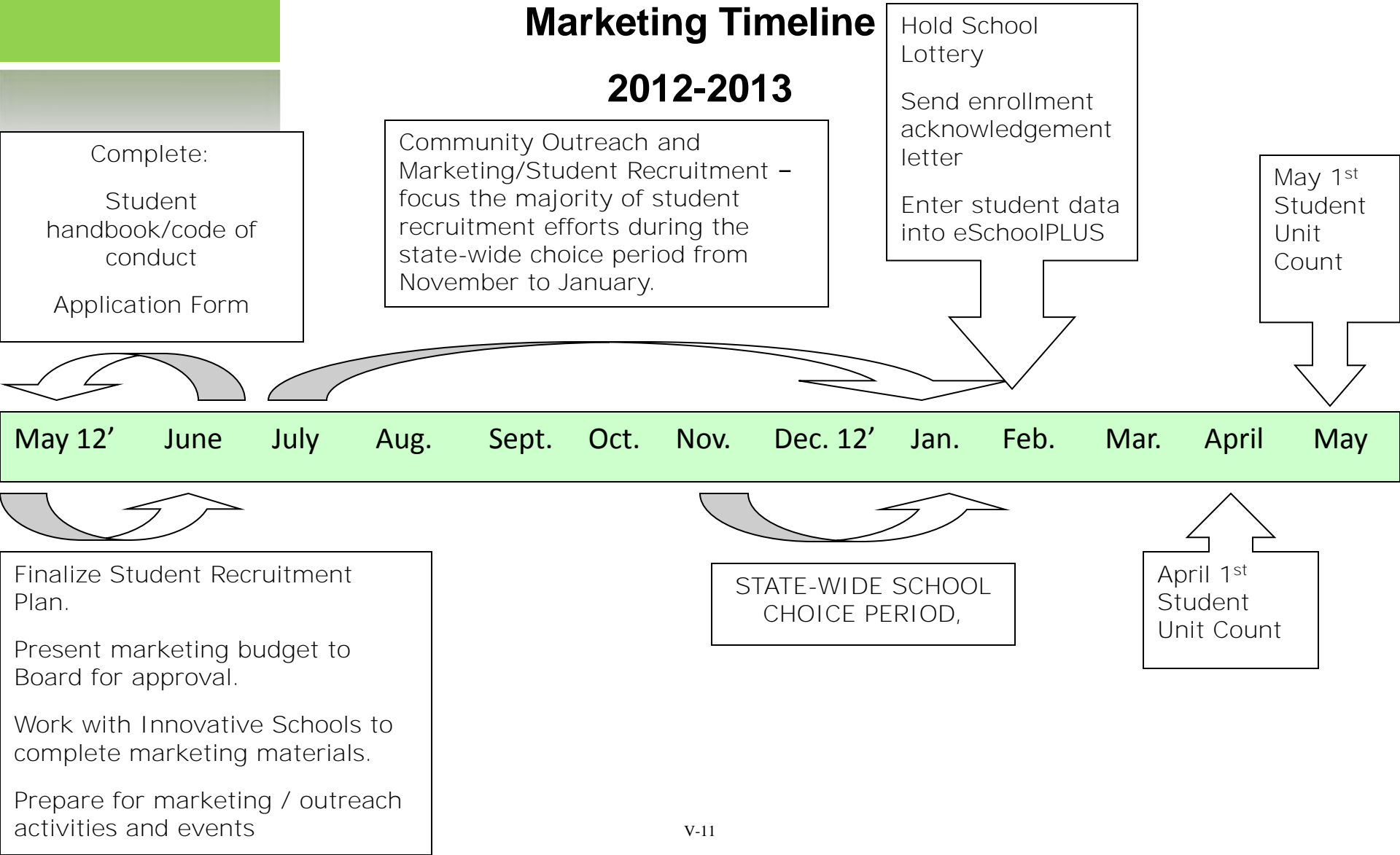
	<ul style="list-style-type: none"> <li>• Communities in Schools</li> <li>• Children and Families First</li> <li>• Teens in Perspective</li> <li>• United Way of Delaware</li> <li>• YMCA</li> <li>• YWCA</li> <li>• Innovative Schools</li> </ul>	
<b>Bus advertisements</b>	Purchase advertising space on Kent County bus routes that direct individuals to Early College High School at DSU website and social networking resources.	\$10,000
<b>Table at local fairs/community events</b>	Purchase table space at local fairs and community events. A full list of fairs and events to be developed by March 2012.	\$0
<b>Press coverage of school design</b>	<p>Submit press releases at least once every two months to highlight key milestone in Early College High School at DSU opening. Examples of topics include:</p> <ul style="list-style-type: none"> <li>• Approval of charter application</li> <li>• Hiring of school leader</li> <li>• Purchase of building</li> <li>• Advertise open enrollments; dates and times of community engagement meetings</li> <li>• School opening day</li> </ul>	\$0
<b>Local advertising</b>	Place flyers in local businesses and on DSU's campus. Flyers will direct individuals to the Early College High School at DSU website and social networking sites. Also include recruitment brochures for those that do not have website access. Discuss with DSU marketing staff the possibility of including the Early College High School at DSU advertising as part of advertisements targeting college students who participate in online and evening classes, as this may include several parents.	\$1,000 for printing
<b>Twitter</b>	Implement a social networking strategy so that school can provide quick and meaningful updates on the school's progress with opening, post important dates, etc.	\$0

## DRAFT

<b>Facebook</b>	Implement a social networking strategy so that school can provide quick and meaningful updates on the school's progress with opening, post important dates, and provide a format for the school leader to provide info about who they are as well as a location where students and their families can ask questions and share their opinions.	\$0
<b>YouTube</b>	Build interactive components into the Early College High School at DSU website by providing links to existing YouTube videos about the Early College High School model. Encourage students to develop their own videos for YouTube during Year 1 for Year 2 student recruitment efforts.	\$0
<b>Model School Tours</b>	Provide scholarships for key parents and students to visit an Early College High School in Ohio so that they can talk with teachers and students and observe the model for themselves. Recruit these individuals to serve as ambassadors for Early College High School at DSU after returning.	TBD

# Early College High School at DSU

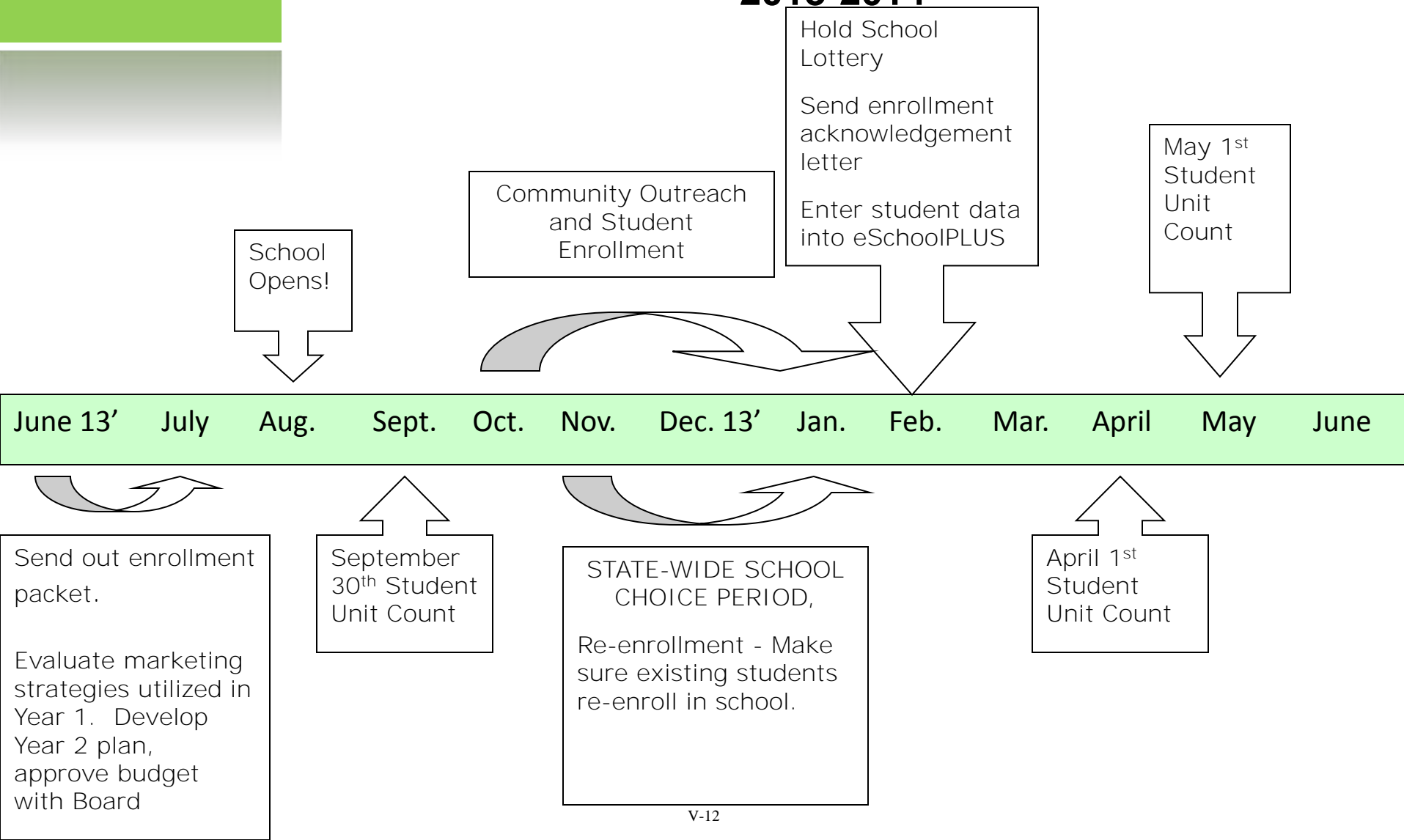
## Marketing Timeline 2012-2013



# Early College High School at DSU

## Marketing Timeline

**2013-2014**



# **Early College High School at Delaware State University**

## ***A STEM High School***

### **School Admission Procedures**

#### **Applications for Admission**

The **Early College High School at Delaware State University** will advertise the **open application period** for all grades in November of the year preceding enrollment (specific dates to be published annually). Only completed applications with signed letters of intent **received** prior to the deadline will be included in the lottery process, if one is needed. All applications for grade levels oversubscribed at the end of the open application period will be subject to a lottery (subject to application of admission preferences). The School will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, the School will admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, a community member having no ties to the School, or a representative from the Delaware Department of Education, along with members of the School's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

Parents of participating applicants will be sent letters of acceptance or non-acceptance in a timely manner following the conclusion of the lottery. Successful applicants will receive directions and deadlines relative to registration and attendance in the Summer Bridge Program, all of which shall be completed by the last business day in February 2013 for the opening school year, and in each year thereafter.

#### **Admission Preferences**

In accordance with Delaware law and the School's charter, if there are more applications than there are "seats available," admission preference will be given to four categories of applicants.

To that end, enrollment capacity for student admissions will be established each year, by grade level, and will be dependent upon facilities and staffing resources. All applications received during the open application period shall be accepted for the lottery, if one is needed. Following the closing date for applications, a lottery will be conducted only if there are more applications received than "seats available" for the affected grade levels.

Four groups of students will be afforded preference for admissions to the School in the following order of priority (admitting all from the first level of priority before admitting any from the second level etc.):

1. Students who have a specific interest in the School's educational philosophy and focus
2. Students with siblings currently enrolled at the School
3. Children of staff members employed by the School for at least 30.0 hours per week during the school year
4. Children of the school's founders

**Students Who Have a Specific Interest in the School's Educational Philosophy and Focus.**  
The School's educational philosophy and focus will be the early college high school model with a focus on science, technology, engineering and math (STEM).

#### **Students with Siblings Concurrently Enrolled**

The School shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive, or legal guardian.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

#### **Children of Staff Members**

Children of staff members include natural and adopted children, stepchildren and legal dependents or wards of employees of the School (employed by the School at least 30.0 hours per week).

#### **Children of the School's Founders**

The School's Founders include the members of the Founding Board plus such other persons identified by the Board prior to March 1 of the first year of the School's operation who contribute meaningfully to the start-up of the School. Children of the School's Founders shall include natural and adopted children, stepchildren and legal dependents.

#### **Plan for Selecting Students**

Prior to the first week in October 2012 and each year thereafter, the School shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon "seats available" by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November and December. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanned and emailed, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with a complete application will be placed in a lottery, described below (subject to the application of the admission preferences named above).
- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a wait list of up to 25 names. If seats become available, after the lottery is completed, the wait list will be used to govern who is admitted to the school.

- Applications received after the open enrollment period will be added to the bottom of the waiting list (without regard to admission preferences). In the event that the grade is not oversubscribed, applications will be accepted on a first come, first served basis.

### **Enrollment and Registration**

Following acceptance for admission, enrollment and registration for the Bridge Program will be necessary. For registration, it will be necessary to provide the following information:

### **REQUIRED DOCUMENTS**

1. **Birth Certificate** (Official State Document; not Hospital Birth Record)
  - Original preferred; good copy accepted
  - State Certificate of Live Birth
  - Missing Birth Certificate (Vital Statistics 302-739-4721)
2. **Medical Records**
  - Immunizations and dates in a Letter, form, or other documentation from physician. (Immunization Hotline 1-800-282-8672)
  - Mantoux TB Test  
Test results provided by doctor, nurse, or medical facility
  - Heptatitis B  
Proof of completed 3 dose series prior to school entry
  - Physical Examination Form – signed by healthcare provider
3. **Custody or Guardianship** (if applicable)
  - Original Family Court documents only
  - Social Service Placement Letter (original)
  - Relative Caregiver Authorization (contact Student Assignment Office)
4. **Proof of Residence**  
Recent Electric Bill (**within 60 days and must have parent/guardian name and address on the bill**) **OR**
  - Signed Lease or Sales Agreement
  - State of Delaware “Verification of Residence” Form



# Early College High School at Delaware State University

## A STEM High School

**Parent/Guardian College Experience:** Please check (✓) highest level of completion for post high school education

	4-Year College Degree	2-Year College Degree	Some College Courses/Credits	No College
Mother/Step-Mother/Guardian				
Father/Step-Father/Guardian				

**Please list any siblings concurrently enrolled at the Early College High School at Delaware State University for 2013 – 2014 school year:**

Sibling's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Sibling's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

**Please list any siblings also applying for the Early College High School at Delaware State University for the 2013 – 2014 school year:**

Sibling's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Sibling's Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Is your child currently receiving special education services? Yes \_\_\_\_\_ No \_\_\_\_\_

Does your child currently have a 504 Accommodation Plan for a diagnosed medical condition? Yes \_\_\_\_\_ No \_\_\_\_\_

How did you hear about the **Early College High School at Delaware State University**? Friend \_\_\_\_\_

Mailing \_\_\_\_\_ Website \_\_\_\_\_ Other \_\_\_\_\_ If other, please explain: \_\_\_\_\_

Is a language other than English spoken by the student? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is a language other than English spoken at home? \_\_\_\_\_ Yes \_\_\_\_\_ No

By whom? \_\_\_\_\_ What language is it? \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

**Print Name of Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please return the completed application, along with the attached 'Student Interest Statement,' by \_\_\_\_\_ and return to the address(es) listed on the cover letter.**

**Please be sure to complete and sign the required 'Intent To Enroll' certification, respond to the 'Student Interest Statement,' and submit both with the enrollment application.**

All applications must contain a live signature (not a copy or fax). If application was submitted by fax, original must also be mailed. Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission. Any incomplete or inaccurate applications may be rejected for enrollment consideration. Only one application may be submitted for each student applying.

The **Early College High School at Delaware State University** does not discriminate in employment, educational programs, services or activities based on race, color, national origin, sex, age, or disability in accordance with state and federal laws.

**Early College High School at Delaware State University**  
Application and Enrollment Certification: SAMPLE

**Early College High School at Delaware State University**  
***A STEM High School***

**Certification of Intent to Enroll**

I, \_\_\_\_\_, parent or guardian of  
\_\_\_\_\_  
*(name of student to be enrolled)*

will enroll my child at the **Early College High School at Delaware State University** for the 2013 - 2014 school year. I understand that my child is required to remain enrolled in this charter school, in the absence of any condition constituting good cause, for at least one school year. I also understand that if I remove my child from the **Early College High School at Delaware State University** and attempt to re-enroll at another school, that school is not required to accept my application.

Note: This commitment is required only for the first year in which a child attends a charter school.

Signature of Parent or Guardian: \_\_\_\_\_

Printed Name of Parent or Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

**Early College High School at Delaware State University**  
***A STEM High School***

## **Student Interest Statement**

**Provide a statement (up to 300 words), signed by the student, as to “Why I want to attend an early college high school at Delaware State University with an educational focus on science, technology, engineering and math.”**

*Responses may be handwritten or typewritten, personally signed and dated by the student, and submitted as part of the application package.*

**Student Signature**\_\_\_\_\_

**Date**\_\_\_\_\_

**Printed Student Name**\_\_\_\_\_

# Early College High School at Delaware State University Discipline Code: Grades 9–12

## LEVEL I OFFENSE(S):

- 3 Unexcused Lates
- Cheating/Plagiarism
- Disruptive Behavior
- Inappropriate Dress
- Inappropriate Language
- Loitering
- Minor Vandalism
- Non-Compliance
- Violation of Acceptable Use Policy

## LEVEL I DISCIPLINE

*Teacher Guidelines for Level I Offense(s)*  
Grades 9-12

### FIRST OFFENSE:

GRADES 9-12

- Teacher student conference and parent notification

BUS 9-12

- Counseled by bus driver
- Discipline referral submitted to the Principal

### SECOND OFFENSE:

GRADES 9-12

- Detention and parent notification

BUS 9-12

- Reassigned seat
- Discipline referral submitted to the Principal
- Written Parent Notification

### THIRD OFFENSE:

GRADES 9-12

- Written disciplinary referral to the administration with appropriate written documentation.

BUS 9-12

- Discipline referral submitted to the Principal

- Bus suspension and suspension of equal days (1-3)

- Written Parent Notification

## FOURTH OFFENSE OF THE SAME BEHAVIOR BECOMES CHRONIC AND A LEVEL II VIOLATION.

## LEVEL II OFFENSE(S):

- Referred Level I Offenses
- Careless Behavior
- Chronic Disruption
- Class Cut
- Defiance
- Failure to Serve Detention
- Forgery
- Gambling
- Leaving School/Bus Without Permission
- Misuse/Abuse of Substances
- Misuse of Technology
- School Cut/Truancy
- Smoking
- Stealing
- Violation of Bus Safety Policy
- Violation of Medication Policy

## LEVEL II DISCIPLINE

### FIRST OFFENSE:

GRADES 9-12

- (1-3 days) Suspension (or Saturday School)
- Parent Notification
- Referral to School Discipline Committee
- Behavior Plan, if required
- Police Notification when necessary
- Restitution/Restoration of school/bus property if warranted
- For smoking - \$25.00 fine (in lieu of the fine, proof of completion of a smoking cessation class will be accepted)
- For Misuse of Technology - Cancellation of user privileges for the period of the suspension.

BUS 9-12

- (1-3 days) Bus and School Suspension of equal days (or Saturday School)
- Parent Notification
- Referral to School Discipline Committee
- Behavior Plan, if required
- Police Notification when necessary
- Restitution/Restoration of school/bus property if warranted
- For smoking - \$25.00 fine (in lieu of the fine, proof of completion of a smoking cessation class will be accepted)

### SECOND OFFENSE:

GRADES 9-12

- Suspension (1-3 days)
- Parent Notification
- Referral to School Discipline Committee
- Behavior Plan required
- Notification of Police, when necessary
- Possible Referral to Outside Agencies
- Restitution/Restoration of school/bus property if warranted
- For smoking - \$50.00 fine
- For Misuse of Technology - Cancellation of user privileges for a marking period

BUS 9-12

- Bus and School Suspension of equal days (1-3 days)
- Parent Notification
- Referral to School Discipline Committee
- Behavior Plan required
- Notification of Police, when necessary
- Possible Referral to Outside Agencies or Programs
- Restitution/Restoration of school/bus property if warranted
- Parent Notification
- For smoking - \$50.00 fine

### THIRD AND SUBSEQUENT OFFENSE(S):

GRADES 9-12

- Suspension (3-5 days)
- Parent Conference Required Before Returning to School

- Referral to School Discipline Committee
- Behavior Plan required
- Notification of Police when necessary
- Possible Referral to Outside Agencies
- Restitution/Restoration of school/bus property if warranted
- For smoking - \$50.00 fine
- For misuse of technology – Referral to Building Discipline Committee to consider cancellation of user privileges for the remainder of the school year

BUS 9-12

- Suspension (3-5 days)
- Parent Conference Required Before Returning to School
- Referral to School Discipline Committee
- Behavior Plan required
- Notification of Police when necessary
- Possible Referral to Outside Agencies or Programs
- Restitution/Restoration of school/bus property if warranted
- For smoking - \$50.00 fine

## LEVEL III OFFENSE(S):

- Referred Level I and II Offenses
- Abusive Language
- Chronic Stealing
- Disorderly Conduct
- Extortion
- Fighting Harassment/Bullying
- Inappropriate Public Behavior
- Major Vandalism
- Offensive Touching of a Staff Member
- Offensive Touching of a Student
- Sexual Harassment
- Terroristic Threatening and/or Behavior

# Early College High School at Delaware State University Discipline Code: Grades 9–12

## LEVEL III DISCIPLINE

### FIRST OFFENSE:

#### GRADES 9-12

- Suspension (1-5 days)
- Police Notification, if warranted
- Parent Conference Required Before Returning to School
- Placement on a Behavior Plan
- Referral to School Discipline Committee
- Restitution, if applicable
- DOE Student Conduct Report will be filed as required by law.
- Major Vandalism to School Computer – Referral to Building Discipline Committee to consider cancellation of user privileges for the remainder of the school year.

#### BUS 9-12

- Suspension (1-5 days)
- Police Notification, if warranted
- Parent Conference Required Before Returning to School
- Placement on a Behavior Plan
- Referral to School Discipline Committee
- Restitution, if applicable
- DOE Student Conduct Report will be filed as required by law

### SECOND AND SUBSEQUENT OFFENSE(S):

#### GRADES 9-12

- Suspension 5 days: May be extended by Superintendent
- Police Notification
- Referral to School Discipline Committee
- Possible Referral to Outside Agencies or Programs
- Restitution if applicable
- DOE Student Conduct Report will be filed as required by law

- Parent Conference Required Before Returning to School
- Loss of extracurricular activities (length of time to be determined by the school administration)
- Major Vandalism to School Computer – Cancellation of user privileges

#### BUS 9-12

- Suspension 5 days: May be extended by Superintendent
- Police Notification
- Referral to School Discipline Committee
- Possible Referral to Outside Agencies or Programs
- Restitution if applicable
- DOE Student Conduct Report will be filed as required by law
- Parent Conference Required Before Returning to School

## LEVEL IV OFFENSE(S):

- Arson
- Assault on a Staff Member or Student
- Bomb Threat or any behavior that could or does result in the evacuation or lockdown of a school building, district facility, or bus.
- Multiple DOE Student Conduct Reports
- Possession of any Weapons or Explosive Devices
- The Unlawful Possession, Use or Distribution of Illicit Drugs, Paraphernalia, Alcohol or Counterfeit Substances.
- Note: Any felony not specifically mentioned that was committed while at school or during a school function will be considered a Level IV Offense.

## LEVEL IV DISCIPLINE

### FIRST OFFENSE:

#### GRADES 9-12

- Out of school suspension pending a hearing. The Superintendent will determine whether or not to have a formal expulsion hearing or to have a District level hearing.
- Police Notification
- Written Parent Notification

### If Student is Expelled:

- Loss of extra-curricular participation privileges (length of time to be determined by School Board)
- Loss of driver's license (as per State of Delaware)

### SECOND AND SUBSEQUENT OFFENSES:

#### GRADES 9-12

- Recommendation for expulsion from school for one calendar year. Students may have their expulsion reduced to a minimum of 60 days depending on various factors including previous disciplinary record, academic performance, positive attitude, or special circumstances.
- Suspension from school during pendency of expulsion hearing.
- Notification of appropriate law enforcement agency.

### If student is expelled:

- Cessation of attendance at curricular activities, co-curricular activities, extra-curricular activities and school functions during the time of the expulsion.
- Exclusion from school property during time of expulsion.
- Recommendation of counseling for readmission.
- Referral to Student Services for support services.
- Assigning of a building guidance counselor for transitioning back to school and ongoing monitoring.

- Enrollment into a district alternative program, if appropriate.
- Loss of Extra-Curricular Participation Privileges (length of time to be determined by School Board)
- Loss of Driver's License (as per State of Delaware)

# Early College High School at Delaware State University Discipline Code

## OUT OF SCHOOL CONDUCT

The courts have upheld a school district's right to take disciplinary action against students for certain crimes even when those crimes were committed off school grounds during non-school hours or were not committed against any of the school's students or staff. The school is notified by the Attorney General's Office when a District student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. The Code of Conduct shall also apply to out-of-school conduct by a student if the district believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to:

- Acts of violence which are punishable by law
- Sexual offenses which are punishable by law
- Felonies
- The sale, transfer, or possession of drugs which would constitute an offense punishable by law

A student found to be in violation of the discipline code at this level is to be suspended and the principal shall refer the matter to the Superintendent. In considering appropriate disciplinary action, the Superintendent shall consider the age and maturity of the student involved. The Superintendent shall determine if the circumstances are such that a hearing is needed as part of determining the appropriate disciplinary action. Out-of-school conduct can result in a recommendation for expulsion or placement in an alternative program.

## ASSUMPTION OF POSSESSION

### PERSONAL STORAGE

The school presumes a student possesses and is therefore responsible for all items found in or on the student's clothing, book bag, purse, locker, or similar container or bag used to carry or store books or personal property. Students have the responsibility to regularly check the contents of their locker, book bag, and/or purse. If a student fails to lock their locker or secure their book bag and/or purse or provide others access to their locker, book bag, and/or purse, they remain responsible for items found in their locker, book bag, and/or purse.

### MOTOR VEHICLE

The school presumes a student possesses and is therefore responsible for all items in the student's motor vehicle. This presumption applies to any vehicle you drive to school without regard to who owns the vehicle. Before you bring a vehicle to school or a school activity, carefully inspect the vehicle. If you fail to lock your vehicle or permit others access to your vehicle, you remain responsible for items found in your vehicle.

### SEARCH AND SEIZURE

Students shall be free from unreasonable search and seizure of property as guaranteed by the Fourth Amendment to the U.S. Constitution. This individual right is balanced by the school's responsibility to protect the health, safety, and welfare of others. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others. Search of individual students shall be based upon reasonable suspicion that the student's person, property or personal automobile contains illegal substances, items or material detrimental to the safety and welfare of other students or staff or in violation of the law or rules of the Student Code.

Students are responsible and accountable for the contents of all items found in their lockers, automobiles, book bags, purses, and any bags or containers used to carry personal property.

All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the principal or designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of substances covered by 16 Del. C. Ch. 47, turned over to the police as potential evidence. A request for analysis shall be made where appropriate. (In case of medical emergency, substances should be made available for identification purposes.).

## REPORTING SCHOOL CRIME

### DELAWARE CODE TITLE 14 DEL. C §4112

Delaware Code requires mandatory reporting of the offenses listed in 14 Del. C §4112. School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the principal or designee:

- Student, school volunteer, or school employee has been the victim of violent felony, assault III, unlawful sexual contact III; or
- School employee has been the victim of offensive touching, terroristic threatening; or
- Student under 18 has been victim of sexual harassment; or
- Person on school property has drugs or weapon or bomb.

The principal or designee will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation and/or if warranted by statute will report to the

police authorities. In addition, the principal will make every effort to notify the parent(s)/guardian(s) of any juvenile victim. The following list is not all-inclusive, but, at a minimum, the following shall be reported to the appropriate law enforcement agency.

- Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee.
- Evidence that suggests the commission of a felony, for example: reckless endangering; assault offenses; homicide; arson; criminal mischief; bombs; robbery; rape; extortion; fraud; forgery; weapons, etc.
- Evidence that suggests violations of the laws concerning controlled substances and alcohol.
- Evidence that suggests incest, sexual abuse or the neglect or other abuse of children.
- Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps).
- Evidence that suggests morals offense, (e.g. pornography, exhibitionism, peeping, etc.)
- Evidence that suggests organized gambling.
- Evidence of offenses involving school property, e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards.
- Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities. (These activities need not be reported to the State Board of Education)
- Theft of school equipment or personal property of school personnel.

# Early College High School at Delaware State University Discipline Code Continued

## WHEN IS THE CODE IN FORCE?

### THE CODE IS IN FORCE:

- On school property prior to, during and following regular school hours when school is in session or when school activities are in operation.
- While students are on the school bus for any reason.
- From the time a student leaves home until the student returns home again. This includes behavior to and from bus stops and routes students take while walking to school.
- At all school sponsored events and other activities where school administrators have jurisdiction over students.
- The Code also applies to out-of-school conduct by a student if the district believes the nature of such conduct indicates the student presents a threat to the health, safety or welfare of other students or staff.

That portion of the Code which protects school buildings and grounds is always in force.

The Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed will still be subject to the authority of the principal or designee:

### GRADES 9-12:

- Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the principal for level I and II offenses and the Superintendent for level IV and V offenses.

Any student who hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act which violates the Code of Conduct may be subject to the same disciplinary action as the individual who committed the violation.

## PROCEDURE FOR MAKING DISCIPLINARY REFERRALS

All teachers are expected to use reasonable behavior management techniques in the classroom prior to referring a student to a building administrator for disciplinary action. In order to have uniform disciplinary procedures the following steps should be taken before referring a student to the office for a Level I violation.

- 1st offense: Teacher reprimand/conference with the student
- 2nd offense: Teacher detention and/or parent notification
- 3rd offense: Teacher detention and parent/teacher strategy
- 4th offense: Written disciplinary referral to the office

There are times when it is necessary to send a disruptive student to the office before the above interventions have taken place. However, the teacher is still required to meet the above guidelines. A referral to the office for violations of Level II and above may be made without prior intervention by the teacher.

## STUDENT GRIEVANCE

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been treated unfairly or has not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

1. Students or groups of students
2. Parents of a student
3. Groups of parents of students

The grievance procedure may be used as follows:

1. Where it is alleged that any student or group of students:
  - a) Is being denied access to an appropriate educational opportunity.
  - b) Is being denied participation in any school activity for which the student is eligible.
  - c) Is being denied the opportunity to compete for a position in an activity where the selection is limited.
  - d) Is being subjected to an arbitrary or unreasonable regulation, procedure or standard of conduct.
2. Where it is alleged that the rights of an individual student and/or group of students are being denied or abridged.

## GRIEVANCE PROCEDURES

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the student unfairly within three (3) school days.
2. A conference shall be held within one (1) to four (4) school days after the request.

3. If the conference does not resolve the complaint, the grievant may file a written grievance with the principal within three (3) days of the conference.
4. If the principal fails to resolve the issue to the satisfaction of the grievant, the grievant will, upon request, be given written notice by the principal within three (3) days stating the reason the problem was not resolved.
5. A grievant wishing to appeal the principal's written decision must file a written appeal with the Superintendent not later than five (5) school days from the date of the principal's written decision.
6. The Superintendent/designee shall resolve the appeal by investigating the situation, reviewing the written appeal/records, or will schedule a conference to hear the grievance no later than five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) school days following the investigation/conference.
7. If the grievance decision at the Superintendent's level is not acceptable, the Superintendent's decision may be appealed to the Board of Education. This appeal must be filed, in writing, no later than five (5) school days following the Superintendent's decision. The Board of Education shall resolve the grievance by investigating the problem, holding conferences with the involved parties or reviewing the written grievance records.
8. The decision of the Board of Education shall be the final decision of the school system. A copy of the decision shall be sent to the parties involved not later than ten (10) school days following the board hearing.
9. Further appeals may be addressed to the Delaware Secretary of Education.

## DEFINITIONS

<b>Abusive Language</b>	Abusive, offensive or obscene language heard by students, staff, or volunteers.
<b>Arson</b>	Setting or attempting to set a fire, or the use or attempted use of fire to cause or to threaten to cause damage to property or harm to a person or disruption of the educational process.
<b>Assault on a Staff Member</b>	Intentionally or recklessly causing physical injury to a staff member. All such offenses will be reported to the police and the Superintendent pursuant to 14 Del. C. § 4112.
<b>Assault on Student</b>	Intentionally or recklessly causing physical injury to another student. All such offenses will be reported to the police and the Superintendent pursuant to 14 Del. C. § 4112.
<b>Bullying</b>	When one person or a group of persons, targets another person with repeated direct or indirect negative actions over a period of time which are harmful to the victim either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempt to inflict, physical or emotional injury or discomfort upon another person.
<b>Careless Behavior</b>	Unintentional behavior that threatens to or causes injury—behavior(s) not considered under assault on staff or student requiring the reporting to police and Superintendent pursuant to 14 Del C. § 4112.
<b>Cheating</b>	Fraudulent deception in preparing, or presenting course work or class assignments as a student's own work when it is not. This includes, but is not limited to: (1) copying another student's work, (2) unauthorized use of notes or sharing answers during a test, (3) presenting another person's work as one's own, or (4) presenting quotations, words or ideas without proper references or credit (plagiarism).
<b>Chronic Disruption</b>	Any disruption of class that continually interferes with the learning of others or the teacher's ability to teach.
<b>Chronic Stealing</b>	The act of taking possession of or transferring the property of another without consent three or more times.
<b>Class Cut</b>	All students are expected to arrive at their classes on time and to remain there until the teacher dismisses class. A student is considered to have cut a class any time the student is present in school but does not attend class. Any unexcused absence from more than half of a class may be considered a cut.
<b>Defiance</b>	Verbal or non-verbal refusal to comply with a reasonable request from school personnel, including refusal to identify oneself.
<b>Disorderly Conduct</b>	Causes public inconvenience, annoyance or alarm to by person or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing abusive language to any person present.
<b>Disruptive Behavior</b>	Language, gestures or actions that produce distractions frictions or disturbances that interfere with effective functioning of the teacher, another student or a class.
<b>Explosive Devices</b>	Any device or substance with the ability or potential to explode in such a manner as to cause physical harm or alarm.
<b>Expulsion</b>	Exclusion from school for a period determined by the local school district not to exceed one calendar year.
<b>Extortion</b>	The acquisition or attempted acquisition of money, goods, service or information from another by force or the threat of force, either spoken or implied. All offenses in this category will be reported to the police and the Superintendent will file a Student Conduct Report as required by law.
<b>Failure to Have Supplies</b>	See school handbook.
<b>Failure to Serve Detention</b>	Detentions are required time obligations to be served with the teacher assigning the detention. Administrative detentions are assigned by a building administrator and are to be in an administrative detention room. The student is obligated to serve unless properly excused by the person who assigned the detention. Work obligation does not excuse a student from this responsibility.
<b>Fighting</b>	Any aggressive physical conflict between two or more individuals.
<b>Forgery</b>	Falsification of any pass, note or excuse.
<b>Gambling</b>	To stake or risk money or anything of value on the outcome of something involving chance. Student gambling is strictly prohibited.
<b>Harassment</b>	Actions or statements that intimidate offend or defame the dignity or self-esteem of individuals or groups. Harassment/bullying may include, but is not limited to, verbal harassment or abuse, repeated remarks or jokes with demeaning implications or other offensive behavior. Harassment/bullying also includes intimidating, offensive or defaming behavior or materials directed at an individual because of that individual's race, national origin, disability, sexual orientation, or religion.
<b>Inappropriate Dress</b>	All students are expected to dress in an appropriate and tasteful manner. Short shorts, muscle shirts, half shirts, biker shorts and lycra pants are not permitted except in physical education class. Hats, coats and jackets are to be kept in students' lockers. Shirts, jackets, buttons, etc., on which comments are written that could be considered profane or sexually suggestive, will not be allowed. See school handbook for dress code.

<b>Inappropriate Language</b>	Any profane language or derogatory disrespectful comments.
<b>Inappropriate Public Behavior</b>	Behaviors displaying affection that is excessive, offensive, obscene or vulgar.
<b>Leaving School Without Permission</b>	No student may leave the school premises during school hours including lunchtime. The parking lot is off limits during school hours.
<b>Loitering</b>	Presence on school property in an authorized area or unauthorized area without a legitimate purpose.
<b>Major Vandalism</b>	The destruction or defacing of school property or the property of others. This includes any altering of computer programs or files, including unauthorized altering of access privileges or passwords, downloading of hacker tools, uploading, breaking into or taking an administrator's or staff member's documents. Costs of repair incurred.
<b>Medication Policy (BP 7141)</b>	Students are not permitted to take medication of any kind in school unless that medication is given by the nurse. Prescription and non-prescription medication may be administered by the school nurse during school hours, utilizing the instructions outlined in the board policy.
<b>Minor Vandalism</b>	The defacing of school property. No costs of repair incurred.
<b>Misuse/Abuse of Substances</b>	Using any substance for a purpose for which it was not intended.
<b>Misuse of Technology</b>	Soliciting, using or sending pornographic or obscene material, accessing e-mail, downloading and/or installing files without malicious intent, damage to equipment.
<b>Non-Compliance</b>	Failure to comply with the established rules and procedures of the class.
<b>Offensive Touching</b>	STUDENT ON STUDENT. Intentionally touching another student with a part of the body or with an instrument, thereby causing offense or harm.
<b>Offensive Touching</b>	OF A STAFF MEMBER. Intentionally touching a staff member with part of the body or with an instrument, thereby, causing offense or harm. All offenses in this category will be reported to the police and the Superintendent will file a Student Conduct Report as required by law.
<b>Paraphernalia</b>	All equipment, products, and materials as defined in Section 4701 of Title 16 of the Delaware Code, including, but not limited to, roach clips, miniature cocaine spoons, and containers for packaging drugs.
<b>Possession of Non-School Items</b>	Any item or device that has no legitimate educational purpose and may interfere with the orderly conduct of school business. These items will be confiscated and returned only to a parent. This includes, but is not limited to any lighter/matches, cell phone, beeper, pager, laser, water gun or electronic device/game.
<b>Sexual Harassment</b>	Actions or statements that are sexual in nature, which offend or defame the dignity or self-esteem of an individual. Examples include, but are not limited to unwelcome sexual advances, sexual remarks or jokes, requests for sexual favors, and other offensive verbal or physical conduct directed at an individual. Also included in the definition is the display of pictures, drawings or other items that are sexual in nature.
<b>Smoking</b>	Using, possessing or dispensing of any tobacco product.
<b>Stealing</b>	The act of taking possession or transferring the property of another without the consent of the owner.
<b>Suspension</b>	Suspensions can be designated by the school administration as In-School or Out-of-School. Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. Students assigned to in-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students assigned to out-of-school suspension are not to be permitted on school property during the length of their suspension and it is the parent/guardians responsibility to arrange for their care. Students assigned to out-of-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days.
<b>Terroristic Threatening</b>	Any threat to commit an act that is likely to result in death or serious injury. Any terroristic threat made to an employee will be reported to the police.
<b>Threat</b>	Any threat or attempt to do bodily harm to another individual and/or property.
<b>Truancy</b>	Any unexcused absence from school as defined by Delaware Code. Repeated offenses may result in legal action.
<b>Unexcused Tardy</b>	Unexcused tardiness to school or to a class without authorization or approved reason.
<b>Unlawful Possession of, Under the Influence of, Use or Distribution of Illicit Drugs, Alcohol or Counterfeit Substances</b>	The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-a-like substance and/or drug paraphernalia. Being under the influence of alcohol, drugs or illegal substances is considered possession. The presence of alcohol, drugs or any illegal substance in a student's locker, automobile, purse, bookbag, or similar container is considered to be possession by that student.
<b>Weapons</b>	Any weapon from which a shot may be discharged, a knife of any sort, switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain, icepick, nunchakus, pocket knives, or using in an aggressive manner articles commonly designated for other purposes (for example, a baseball bat). Look-a-like and nonfunctional weapons are included within the definition of weapons. The presence of a weapon in a student's locker, automobile, purse, bookbag or other similar containers is considered to be possession by that student.

# POLICY ON DRUGS & ALCOHOL

## I. THE FOLLOWING POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL SHALL APPLY TO ALL SCHOOLS AND/OR PROGRAMS:

This policy shall supersede any and all policies, procedures, or definitional terms referenced in the District's elementary and secondary school Codes of Conduct on the possession, use or distribution of drugs and alcohol.

A) The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.

B) Communications devices such as, but not limited to, mobile phones and electronic beepers, ordinarily have no place in the school environment. The unauthorized possession of such communication devices is prohibited.

C) Student lockers are the property of the school and may be subjected to search at any time with or without suspicion.

D) Student motor vehicle use to, and in, the school environment is a privilege which may be extended by school districts to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a drug-like substance, a look-alike substances or drug paraphernalia, or of a student's possession of an unauthorized electronic beeper or other communication device in the school environment, may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search, and will result in loss of the privilege to bring the vehicle on campus.

E) All students are responsible for their own actions. Students who are 18 years or older will be treated as adults for the purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parents and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.

F) All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the Principal or Designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed & documented and, in the case of substances covered by Title 16 Delaware Code Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate. All unauthorized communication devices shall be confiscated and turned over to the Principal or Designee who will bag, seal and document the device as potential evidence for the police. If the police do not want to keep it as evidence, the Principal/Designee shall either donate the device to the State or local police or destroy the device within 45 days after the informal hearing. In rare instances, donation or destruction may not be warranted; in such cases, the Superintendent of the District shall notify the State Board of Education in writing of the circumstances of the disposition of the device.

## II. THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

"Alcohol" shall mean alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the Delaware Code, including alcohol, spirits, wine and beer.

"Drug" shall mean any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the Delaware Code, including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, & shall include any prescription substance which has been given to or prescribed for a person other than the student in whose possession it is found.

"Drug paraphernalia" shall mean all equipment, products and materials as defined in Section 4701 of Title 16 of the Delaware Code, including, for example, roach clips, miniature cocaine spoons and containers for packaging drugs.

"Prescription drugs" shall mean any substance obtained directly from, or pursuant to, a valid prescription or order of a practitioner, as defined in Title 16 Delaware Code Section 4701(24), while acting in the course of his or her professional practice, and which is specifically intended for the student in whose possession it is found.

"Drug-like substance" shall mean any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.

"Nonprescription medication" shall mean any over-the-counter medication; some of these medications may be a "drug-like substance."

"Look-alike substance" shall mean any non-controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.

"Possess," "possessing," or "possession" shall mean that a student has on the student's person, in the student's belongings, or under the student's reasonable control by placement of and knowledge of the whereabouts of, alcohol, a drug, a look-alike substance, a drug-like substance or drug paraphernalia.

"Use" shall mean that a student is reasonably known to have ingested, smoked or otherwise assimilated alcohol, a drug or a drug-like substance, or is reasonably found to be under the influence of such a substance.

"Distribute," "distributing," or "distribution" shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.

"School environment" shall mean within or on school property and/or at school-sanctioned or supervised activities including, for example, on school grounds, on school buses, at functions held on school grounds, at extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

"Expulsion" shall mean exclusion from school.

## III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

A) Each year all students shall receive an updated Student Handbook that contains the state and district drug and alcohol policies and regulations to be shared with their parents.

B) The state and district policies shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the drug and alcohol policy was due to the student's handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

## POLICY ON DRUGS & ALCOHOL Continued

C) Staff members will report incidents to the Principal/Designee who will verify the identity of the student and the probable cause that a policy violation has been committed. The Principal/Designee where required will report the incident to the police and will file a report to be sent to the Department of Education. Parents will be notified as quickly as possible via the telephone. If telephone contact cannot be made, a letter will be sent home. Records will be maintained in a separate discipline file and confidentiality will be followed. Names and details of any particular incident will be revealed only to those staff persons who are required to know the specific information.

D) Any physical evidence of a policy violation will be submitted to the Principal/Designee. The Principal/Designee will document the date, time, and description of the evidence and the name(s) of the student(s) involved. Evidence will be locked in a secure area determined by the Principal/Designee and submitted to the police upon their arrival.

E) General searches of the property of a student may be conducted by the Principal/Designee at any time upon reasonable suspicion. A search of the student may be conducted with the permission of the student and notification of the parent. For both the student permission and the search, a witness will be present; parents will be notified; and a written record will be prepared and filed.

E) All prescription and over-the-counter non-prescription drugs shall be presented to the school nurse upon entering the school building. The nurse will be responsible for dispensing those drugs to the students until they leave at the end of the school day. Any of these drugs not submitted to the school nurse will be considered in violation of this policy. Where necessary, individual students may be permitted to carry a prescription drug after submitting written notification from

a physician and obtaining approval from the Principal/Designee.

G) The discipline policy shall also apply to out-of-school conduct by a student if the District believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to, the sale, transfer, or possession of drugs which would constitute an offense punishable by law.

H) Students expelled from school for alcohol and drug infractions must petition the District Board of Education for readmission. Evidence must be provided of having received appropriate related services pertinent to the expulsion offense.

I) A District Substance Abuse Advisory Committee including teachers, parents, school nurses, and community leaders will be appointed.

J) The Principal/Designee is responsible for enforcing the discipline policy in a manner which is consistent, fair, and firm. The administration reserves the right to treat each case on an individual basis, taking into consideration the overall school record of the student, self-referral, and other mitigating circumstances.

### IV. THE FOLLOWING DISCIPLINE POLICY SHALL APPLY FOR INFRACTIONS OF STATE AND DISTRICT DRUG AND ALCOHOL POLICES:

#### A. USE/IMPAIRMENT

##### FIRST VIOLATION

###### *Required:*

- Parent Contact
- 1-10 Days Suspension
- Referral to Police Agency and/or State Agency if required by law

##### SUBSEQUENT VIOLATIONS

###### *Required:*

- Parent Contact
- Referral to Alternative Program
- Referral to Police Agency and/or State Agency if required by law

- Optional: Referral to Outside Agency Expulsion

#### B. POSSESSION/PERSONAL USE

Possession of alcohol, a drug, a drug-like substance, and/or a look-alike substance, in an amount typical for personal use, and/or drug paraphernalia.

##### FIRST VIOLATION

###### *Required:*

- Parent Contact
- 5-10 Days Suspension
- Referral to Police Agency and/or State Agency if required by law
- Optional: Expulsion

##### SUBSEQUENT VIOLATIONS

###### *Required:*

- Expulsion

#### C. DISTRIBUTION

Possession of a quantity of alcohol, a drug, a look-alike substance, and/or drug paraphernalia in an amount which exceeds an amount typical for personal use, and/or distribution of the above named substances or paraphernalia.

##### FIRST VIOLATION

###### *Required:*

- Parent Contact
- 10 Days Suspension
- Referral to Police Agency and/or State Agency if required by law
- Optional: Referral to an Alternative Program Expulsion

##### SUBSEQUENT VIOLATIONS

###### *Required:*

- 10 Days Suspension
- Expulsion
- Referral to Police Agency and/or State Agency if required by law

#### D. UNAUTHORIZED POSSESSION OF COMMUNICATION DEVICES

##### FIRST VIOLATION

###### *Required:*

- Parent Contact
- Confiscation

- Referral to Police Agency and/or State Agency if required by law

##### SUBSEQUENT VIOLATIONS

###### *Required:*

- Suspension
- Referral to Police Agency and/or State Agency if required by law.

### V. THE PROGRAM FOR INTERVENTION AND ASSISTANCE SHALL INCLUDE:

A) Staff persons are to refer students to their guidance counselors to receive initial counseling and to obtain information on counseling/treatment services available to the student or the student's rights, if any, to those services and on the confidentiality which the student can expect.

B) The high school shall maintain in its guidance office available to students and their parents a directory of resources available in the school environment and in the community for counseling for drug and/or alcohol treatment.

C) At the beginning of each school year, and in the event of a new employee, the Principal/Designee will distribute the referral procedures & resources. The Principal/Designee will request staff assistance in encouraging students to seek support.

D) Students with drug or alcohol problems will be referred to their Guidance Counselor for needs assessment, counseling, district program participation, and referral to outside agency, if appropriate.

E) No cost is required from students for counseling provided by the Guidance Counselor or programs sponsored by the building/district. Any cost for counseling, treatment, or testing provided by outside agencies will be borne by the student.

ANY REVISIONS OF THE APPOQUINIMINK SCHOOL DISTRICT DRUG AND ALCOHOL POLICY WILL BE SUBMITTED TO THE DEPARTMENT OF EDUCATION FOR REVIEW AND APPROVAL

# EXPULSION POLICY

State regulations define expulsion as "...the exclusion of a pupil from school." Students expelled from any public school (in Delaware or any other state) are not permitted to attend any public school in Delaware during the period of expulsion.

When a student commits a violation which may result in a recommendation for expulsion, the following procedures shall be followed:

## STEP I

- A. The student shall be suspended for five (5) school days.
- B. The principal, or designee, shall make every effort to investigate all aspects of the discipline problem, including a conference with the student and the student's parents, or guardian, if possible, to inform the student of the charges against him or her & to provide an opportunity to respond and to tell his/her side of the story. If possible, this conference shall be held prior to the student's suspension.
- C. The principal, or designee, shall complete the investigation within three (3) school days of the incident.
- D. If, at the conclusion of the investigation, the principal concludes that the student committed the offense and that the nature of the offense warrants a recommendation for the expulsion, the principal, or assistant principal, shall submit the recommendation to the Superintendent. The recommendation must be accompanied by a summary of the principal's investigation & supported with other documentation attesting to the violation.
- E. If the Superintendent concurs with the recommendation for expulsion, the student's suspension shall be extended pending a recommendation by the hearing officer.

## STEP II

- A. The Superintendent or designee, shall, within ten (10) school days of the date of the incident, notify the student and the

student's parent(s)/guardian(s), of the intent to expel and of the date, time and location for a formal hearing on the recommendation for expulsion. For students with disabilities as defined by Federal and State law and regulations, the Superintendent or designee shall within ten (10) school days from the date of the manifestation meeting, notify the student and the student's parent(s)/guardian(s) of intent to expel and of the date, time, and location for a formal hearing. The notice of intent to expel shall be sent by certified mail, stating the reasons for the expulsion and the time and place of the hearing. In addition, a copy of these procedures and the district code of conduct shall accompany the notice.

- B. The formal hearing shall be held not less than five (5), or more than ten (10) school days after the notice of intent to expel is given. An extension may be granted by agreement of all parties.
- C. An impartial hearing officer shall conduct the formal hearing. The hearing officer may be an employee of the District, but the hearing officer must be impartial.
- D. The hearing officer shall have full authority to control the conduct of the hearing, including authority to admit, or exclude, evidence. The hearing officer, in conducting the hearing, shall not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The hearing officer shall exclude plainly irrelevant evidence. Unduly repetitive proof, rebuttal and cross-examination shall be excluded. The witnesses shall be sworn by the hearing officer.

- E. The student shall have the following rights:

- To be represented by counsel, at the student's expense.
- To question any witnesses who testify and to receive a copy of any statements or affidavits of such witnesses.

- To request that any witnesses appear in person and answer questions or be cross-examined. Student witnesses will not be excused from school or allowed to testify unless their parent(s)/guardian(s) have given written permission prior to the hearings.
- To testify and produce witnesses on his/her behalf.
- To obtain, at the student's expense, a copy of the transcript of the formal hearing.

## STEP III

- A. Within three (3) school days following the conclusion of the hearing, the hearing officer shall prepare a written Report. The Report shall summarize the evidence, state conclusions of fact and make a recommendation of whether the Board should expel the student. The Report shall be forwarded to the Board.
- B. If the hearing officer does not recommend expulsion, the student may be permitted return to school pending a review of the report by the Board. Assignment to an educational alternative may be recommended, if appropriate.
- C. Following a review of the hearing officer's Report, the transcripts, and the exhibits submitted at the hearing, the Board shall decide whether or not to expel the student at the next scheduled Board meeting. The duration of an expulsion is within the discretion of the Board based upon the circumstances of each case.

## STUDENTS WITH DISABILITIES

- A. If a student with a disability, as defined by federal and state law and regulations, is recommended for removal for more than ten (10) school days, either consecutively or cumulatively, in any one school year, or if expulsion is being recommended, a meeting of the student's I.E.P. team shall be conducted.

- B. The student's I.E.P. team will consider whether the offense was a manifestation of the student's disability or the result of an inappropriate educational placement.
- C. If the IEP team determines the offense was a manifestation of the student's disability or the results of an inappropriate educational placement, the IEP team shall modify the student's educational program and/or placement accordingly.
- D. If the IEP team determines that the offense is not a manifestation of the Student's disability or the result of an inappropriate educational placement, then the student will be subject to the provisions of the District's Discipline Code and disciplined accordingly.
- E. In instances where the student with a disability presents a danger to him/herself or others, or is so disruptive to the educational environment as to interfere with the rights of other students emergency placements and/or removal may be invoked by the District, including homebound instruction.
- F. Students with disabilities and their parents and/or guardian should also refer to the Administrative Manual for Special Education Services available through the Delaware Department of Education.

## FOLLOW UP TO EXPULSION

- A. A student who is expelled shall be informed of the duration of the expulsion.
- B. The student's parents, or guardians, may petition the Board for readmission to school thirty (30) calendar days prior to the expiration of the expulsion period designated by the Board.
- C. The Board shall determine whether the student may be readmitted.

## EXPULSION Continued

D. Under readmission to school, the following conditions are required to be met:

- A behavioral contract designed by appropriate school personnel and signed by the student and parent(s)/guardian(s) must be completed prior to readmission.
- A student will be placed on probation for one (1) calendar year following the date of readmission. Violation of the contract during the probationary period may result in a recommendation to the Board for expulsion.

E. A student is prohibited from being on school property during the expulsion period except when accompanied by parent(s)/guardian(s) for a scheduled appointment with school officials.

### NOTIFICATION OF EXPULSION TO DIVISION OF MOTOR VEHICLES

In any case where a student is expelled from the District, the Superintendent or designee shall send written notice of the expulsion to Division of Motor Vehicles. Under Delaware law, such notice serves as sufficient authority for the Division of Motor Vehicles to suspend, or refuse to renew any driver's license already issued to the expelled student, or to refuse to issue a license to the expelled student. An expelled student whose license has been suspended may have the license reinstated, or a new license issued if (a) the length of the expulsion is complete; (b) the expelled student is 19 years of age or older; (c) two years have elapsed since the date of the expulsion. Expelled students and their parents and/or guardians should refer to Title 14 of the Delaware Code, section 4130.

## POSSESSION OF FIREARMS POLICY

### I. IN COMPLIANCE WITH THE FEDERAL "GUNS FREE SCHOOLS ACT OF 1994", THE FOLLOWING POLICY SHALL APPLY TO ALL STUDENTS IN THE DISTRICT:

Possession of a firearm on school property, in a school bus, or at any school-sponsored event or activity shall result in expulsion for a period of not less than 180 school days. The Superintendent shall modify such expulsion requirement to the extent a modification is required by Federal or State law. The procedures to implement this policy will be the expulsion procedures outlined in the District's Elementary and Secondary School Codes of Conduct. For purposes of this policy, the term "weapon" as used in the Federal "Gun Free Schools Act of 1994" means a "firearm" as defined in Section 921 of Title 18, United States Code.

### II. DEFINITION OF FIREARM

The term "firearm" means: A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; B) the frame or receiver of any weapon; C) any firearm muffler or firearm silencer; or D) any destructive device. Such term does not include an antique firearm.

*The term "destructive device" means*

- A) Any explosive device, incendiary, or poison gas:
- Bomb
  - Grenade
  - Rocket having a propellant charge of more than four ounces
  - Missile having an explosive or incendiary charge of more than one-quarter ounce
  - Mine
  - Device similar to any of the devices described in the preceding clauses;

- B) Any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by an action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and
- C) Any combination of parts either designated or intended for use in converting any device into any destructive device described in subparagraph A) or B) and from which a destructive device may be readily assembled.

This term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is designed for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordinance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of Title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.

*The term "antique firearm" means*

- A) Any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1989; or

- B) Any replica of any firearm described in subparagraph A) if such replica –
- Is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or
  - Uses rimfire or conventional centerfire fixed ammunition which is no longer manufactured in the United States.

### III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

- A) All students shall receive an updated Student Handbook that contains the District's policy on the possession of firearms at the beginning of each school year, and whenever a student enters or re-enters the District during the school year, to be shared with their parent/guardian/custodial adult
- B) The District's policy on possession of firearms shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the possession of firearm policy was due to the student's handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

**This policy shall control all cases involving a student's suspected or actual possession of a firearm and this policy shall supersede any and all policies and procedures in the District's elementary and secondary school Codes of Conduct related to the possession of a firearm as defined herein.**

## Early College High School @ Delaware State University Commitment to Excellence

### Parent/Guardian Commitment

*We fully commit to the **Early College High School at Delaware State University** in the following ways:*

- We will make sure our child is at school on time every day, missing only for illness or emergencies.
- We will make arrangements to pick up our child whenever he/she needs tutorials.
- We will always notify the school when our child is absent, and we will make sure all work is completed.
- We will make sure our child follows the dress code and the Student Code of Conduct.
- We will always make ourselves available to our children and to the school staff and we will address any concerns they might have.
- We will help our child in the best way we can.
- We will partner with the school staff and make sure that our child completes all assignments on time.

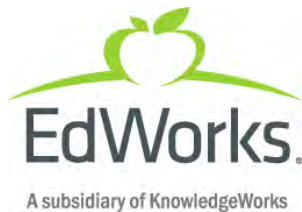
**Signed (Parent/Guardian)** \_\_\_\_\_ **Date** \_\_\_\_\_

### Student Commitment

*I fully commit to **Early College High School at Delaware State University** In the following ways:*

- I will always be kind and treat others with respect.
- I will attend school every day and arrive to all classes on time.
- I will contact **Early College High School at Delaware State University** instructors myself if I am going to miss a college class.
- I will attend tutorials whenever they are assigned.
- I will complete all assignments and homework to the best of my ability and turn them in on time.
- I will seek help in class and in tutorials when I need it.
- I will follow all rules and behave appropriately in response to the high standards of **Early College High School at Delaware State University**.
- If I make a mistake, I will tell the truth and accept responsibility for my actions.
- I will always follow the directions of the high school and college staff members without argument.
- I commit to attend **Early College High School at Delaware State University** for four years.

**Signed (Student)** \_\_\_\_\_ **Date** \_\_\_\_\_



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December 14, 2011

To Whom It May Concern:

EdWorks, LLC is honored to partner with Delaware State University and Innovative Schools to establish the Delaware STEM Leadership Academy. Located on the campus of Delaware State University, this school is designed to serve students who are generally underrepresented in higher education—those who will be the first in their families to graduate from college, minorities and those who qualify for free and reduced price meals.

The first Early College High School (ECHS) in the state, the Delaware STEM Leadership Academy will provide the right mix of support and inspiration to accelerate students through a rigorous high school course of study and up to 60 hours of college credit—in four years. The four-year learning plan for the school has been carefully crafted to focus on the science, technology, engineering and mathematics careers central to the economic vitality of the region – agribusiness, bioengineering and nursing.

EdWorks has supported the growth and development of more than 30 Early College High Schools. Delaware State University demonstrates the level of commitment, enthusiasm and support needed to launch and sustain a successful ECHS. The President, his leadership team and the Board of Trustees have allocated the necessary human and financial capital. Faculty members have been involved in the design of the four-year learning plan and will continue to support the school. Further, Delaware State University has a history of success in early childhood and K-12 education that ensures it is well prepared to nurture the rapid growth of the ECHS students as serious scholars and involved citizens.

EdWorks is proud to be a part of this historic educational development in Delaware. The experienced EdWorks technical assistance team helped develop the vision and four-year learning plan for the Delaware STEM Leadership Academy. We will continue to work side-by-side with Delaware State University and Innovative Schools to “grow” the ECHS organization, its student support systems, curriculum and pedagogy and support this unique school’s development through the first graduating class.

Please feel free to contact us if you have questions or need further information.

Respectfully,

Harold D. Brown  
President

**Congress of the United States**  
**Washington, DC 20515**

December 15, 2011

Dr. Harry L. Williams  
President  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

DEC 16 2011

Dear Dr. Williams:

We are writing to express our support for the approval of a charter by the State Board of Education for the proposed Early College High School at Delaware State University, a free public high school to be chartered under Delaware's Charter School Law, Title 14 Delaware Code Chapter 5.

Our understanding is that The Early College High School at DSU will have a mission that will be unique to other charters in the state; one we believe will be a valuable educational option to the Delaware residents for the following reasons:

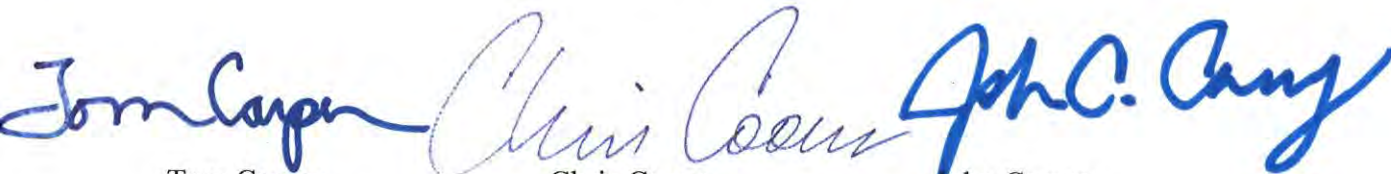
- The Early College High School at DSU will target students traditionally under-represented in higher education to learn more challenging material, and make going to college more accessible, affordable and attainable.
- The high school will address a statewide and national need to motivate high school and college students in the STEM related career areas, particularly first generation college goers.
- Students will gain access to the first-rate faculty members and resources at Delaware State University, learning through problem-based teaching methodologies particularly applicable to today's complex business and personal needs.
- Students will be completing at least one full academic year of college-level course work while enrolled in high schools.
- Students at similar high schools around the country have demonstrated 91% graduation rates and have out-performed state averages in reading, writing and mathematics on state testing exams.

Dr. Harry Williams  
December 15, 2011  
Page 2

The Early College High School at Delaware State University will be a place where students, who may have otherwise been discouraged from pursuing higher education, will graduate with the tools necessary to thrive in a complex, connected world, while also being able to meet or exceed the state's baseline standards of achievement.

We support your proposal and look forward to working with Delaware State University to establish a successful school.

Sincerely,



Tom Carper  
United States Senator

Chris Coons  
United States Senator

John Carney  
United States Congressman



**DELAWARE STATE UNIVERSITY**  
**COLLEGE OF AGRICULTURE & RELATED SCIENCES**  
Office of the Dean, Research Director and 1890 Administrator

---

December 12, 2011

Alton Thompson, Ph.D.  
Provost and Vice President for Academic Affairs  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Dear Dr. Thompson:

I am impressed with and fully support the grant application being submitted to the State Board of Education for approval of a charter to establish an Early College High School in the Division of Academic Affairs at Delaware State University. It is quite apparent that the mission, vision, goals, and approaches to learning in this application are complementary to our academic, research and outreach programs in the College of Agriculture and Related Sciences (CARS).

Given that "Agriculture and Human Ecology" is one of the three major program tracks in the curriculum, the faculties in the College are both well prepared and are enthusiastic about contributing to this tremendous opportunity for the students who are selected to attend this early college high school. In addition, the central focus on science, technology, engineering and mathematics (STEM) is consistent with the direction of the University, as articulated by the President and the Board of Trustees.

Approval of this charter application will not only give these high school students an excellent foundation in the STEM disciplines, but it will also develop academic and social skills, and personal character traits necessary for successful college completion and a rewarding career. Certainly, this is the kind of initiative that can do a great deal to advance our efforts to support and strengthen secondary education and to improve the college readiness of our incoming students.

This grant application is sufficiently detailed, is well developed, and fits nicely with the CARS' current efforts to increase the number of STEM graduates.

I wish you much success in your efforts to secure funding for this most important and forward-thinking application to establish an Early College High School at Delaware State University.

Sincerely,

Dyremple B. Marsh, Ph.D.  
Dean



1 Innovation Way, Suite 300  
Newark, Delaware 19711 USA

[www.deltechpark.org](http://www.deltechpark.org)

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December 12, 2011

Alton Thompson, Ph.D.  
Provost  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Re: Early College High School at Delaware State University

Dear Dr. Thompson:

I am writing on behalf of Delaware Technology Park (DTP) to express our support for the approval of a charter by the State Board of Education for the proposed Early College High School at Delaware State University, a free public high school to be chartered under Delaware's Charter School Law, Title 14, Delaware Code, Chapter 5. We understand that the proposed charter high school will have the following features:

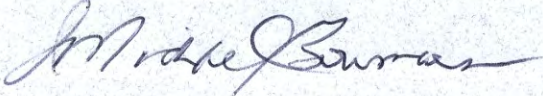
- 400+/- 9<sup>th</sup> -12<sup>th</sup> grade students on a campus located adjacent to the DSU campus in Dover with students taking some DSU courses and accumulating 1-2 year of college credits upon graduating from high school.
- Curriculum focused on science, technology, engineering and math (STEM) to prepare students to pursue higher education leading to careers in mathematics, natural sciences and technology; health and sports sciences; and agriculture and human ecology.
- A problem-based approach to teaching and learning; faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the STEM area.
- Designed to equip students to be able to thrive in a complex, connected world, while also being able to meet or exceed the State's baseline standards of achievement.
- Student recruiting targeting first generation college attenders to increase access to college.

For your background, DTP has become the technology based ecosystem for Delaware. Our partners include the State, key higher education institutions and the private sector such as DuPont, AstraZeneca, Ashland, QPS and Fraunhofer. The Delaware Biotechnology Institute and Delaware BioScience Association are also in DTP.

All of the entities in the DTP network are dependent on a strong STEM education feeder system to grow in DE. The challenge has been attracting the interest and talent of K-12 students into STEM. This issue has been particularly acute in students who come from families with no college experience or knowledge of career opportunities in STEM.

A new model of STEM high school education is needed to recruit and sustain students with potential through high school and college graduation. The Early College High School at Delaware State University could help fill that important role. DTP supports your proposal and looks forward to helping you succeed.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Michael Bowman". The signature is fluid and cursive, with the first name "J. Michael" and last name "Bowman" clearly distinguishable.

J. Michael Bowman  
Chairman and President  
Delaware Technology Park, Inc.



## DELAWARE STATE UNIVERSITY

COLLEGE OF MATHEMATICS, NATURAL SCIENCES, AND TECHNOLOGY

Office of the Dean

December 12, 2011

Alton Thompson, Ph.D.  
Provost and Vice President for Academic Affairs  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Dear Dr. Thompson:

I am writing to support the University's grant application to the State Board of Education for approval of a charter to establish an Early College High School at Delaware State University. The focus of this application will allow the University to provide highly-motivated high school students with a curriculum concentrating on science, technology, engineering and mathematics (STEM). The proposed charter high school will allow all students to graduate with one to two years of college credits and will also provide a supporting and nurturing environment that develops academic and social skills, and personal character traits, necessary for successful college completion.

As you are aware, STEM is a major initiative at Delaware State and as Dean of the College of Mathematics, Natural Sciences and Technology, I am very supportive of this application to charter an early college high school in these very critical areas for the competitiveness of our state and nation. The goals of the early college high school are consistent with the College's goals to increase STEM graduates, and the University's mission of access and opportunity. Our faculty have the scientific and technical expertise to contribute positively to this effort and will make available our research laboratories to provide meaningful experiential learning experiences for these students. The problem-based approach to teaching and learning is also consistent with the pedagogy that is being used in our College.

**I offer my strongest support of this grant application as it seeks to open the State's first early college high school. I look forward to working with you and our University faculty in this early college high school, and in providing as much support from the College as possible.**

Sincerely,

Nouredine Melikechi, D. Phil.  
Professor and Dean  
College of Mathematics, Natural Sciences  
and Technology

NM/vdn  
12/13/11

1200 N. DUPONT HIGHWAY • DOVER, DELAWARE 19901-2277 • (302) 857-6500 • FAX (302) 857-6503



Randolph J. Guschl, Director  
Center for Collaborative Research & Education  
Experimental Station – E301/210  
P.O. Box 80301  
Wilmington, DE 19880-0301  
Tel: 302-695-6779

December 15, 2011

Alton Thompson, Ph.D.  
Provost  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Re: Early College High School at Delaware State University

Dear Dr. Thompson:

The DuPont Office of Education would like to express our support for the approval of a charter by the State Board of Education for the proposed Early College High School at Delaware State University, a free public high school to be chartered under Delaware's Charter School Law, Title 14, Delaware Code, Chapter 5. We understand that the proposed charter high school will have the following features:

- 400+/- 9<sup>th</sup>-12<sup>th</sup> grade students on a campus located adjacent to the DSU campus in Dover with students taking some DSU courses and accumulating 1-2 years of college credits upon graduating from high school.
- Curriculum focused on science, technology, engineering and mathematics (STEM) to prepare students to pursue higher education leading to careers in mathematics, natural sciences and technology; health and sports sciences; and agriculture and human ecology.
- A problem-based approach to teaching and learning; faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the STEM area.
- Designed to equip students to be able to thrive in a complex, connected world, while also being able to meet or exceed the State's baseline standards of achievement.
- Student recruiting targeting first generation college attendee to increase access to secondary education.

For 209 years DuPont has recognized the importance of education to the success of children, the growth of our state and the vitality of our nation. We are particularly supportive of this proposal because of its emphasis on preparing students for the many careers requiring a STEM-based education. This early college model is an innovative way to make higher education more accessible, affordable and attainable for Delaware families, particularly first generation college attendees.

We enthusiastically support your proposal and look forward to working with you to establish a successful school.

Very truly yours,

A handwritten signature in black ink, appearing to read "Randolph J. Guschl". The signature is fluid and cursive, with the first name "Randolph" being more prominent.

Randolph J. Guschl  
Director  
DuPont Center for Collaborative Research & Education

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December 14, 2011

Alton Thompson, Ph.D.  
Provost  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Re: Early College High School at Delaware State University

Dear Dr. Thompson,

I am writing on behalf of the Delaware BioScience Association (Delaware Bio) to express our support for the approval of a charter by the State Board of Education for the proposed Early College High School at Delaware State University, a free public high school to be chartered under Delaware's Charter School Law, Title 14, Delaware Code, Chapter 5. We understand that the proposed charter high school will have the following features:

- 400+/- 9th-12th grade students on a campus located adjacent to the DSU campus in Dover with students taking some DSU courses and accumulating 1-2 years of college credits upon graduating from high school.
- Curriculum focused on science, technology, engineering and math (STEM) to prepare students to pursue higher education leading to careers in mathematics, natural sciences and technology; health and sports sciences; and agriculture and human ecology.
- A problem-based approach to teaching and learning; faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the STEM area.
- Designed to equip students to be able to thrive in a complex, connected world, while also being able to meet or exceed the State's baseline standards of achievement.
- Student recruiting targeting first generation college attendees to increase access to college.

Delaware Bio is particularly supportive of this proposal because as a not for profit trade association for the bioscience industry, we have a diverse membership base of companies whose operations require a STEM educated workforce. This STEM focused Early College High School in Kent County, Delaware will provide a ready workforce for the expansion of technology related businesses and will serve to assist the State of Delaware with the recruitment of new companies to the area.

In sum, we enthusiastically support your proposal and look forward to working with you to establish a successful school.

Very truly yours,



Bob Dayton  
President  
Delaware BioScience Association



Thomas J. Cooper, Chairman  
James A. Wolfe, President & CEO

2011 DEC 16 PM 4:11

December 12, 2011

Alton Thompson, Ph.D.  
Provost  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Dear Dr. Thompson:

I am writing on behalf of the Delaware State Chamber of Commerce (DSCC) to express our support for the approval of a charter by the State Board of Education for the proposed Early College High School at Delaware State University. This free public high school would be located adjacent to the DSU campus in Dover and would be built around a curriculum focused on science, technology, engineering and math (STEM) which will enable students to graduate from high school with 1-2 years of college credits.

Delaware State University is among the premier Historically Black Colleges and Universities in the country and serves a diverse student population here in our state. The creation of the Early College High School on the DSU campus will provide students with the ability to attend college courses and get a head start on college credits. This will only improve college access for students in families where college attendance has not been a tradition.

The Delaware State Chamber of Commerce and our affiliate, the Delaware Public Policy Institute, have a long standing track record of supporting education and education reform in the state of Delaware. Through our efforts to win the federal "Race to the Top" 120 million grant funding to the state to our long standing support of Vision 2015, we believe supporting innovative private and parochial education as a long term goal is necessary to provide world class education to our students in Delaware. If approved, this would be the first high school in Delaware with the early college design and would continue the tradition of innovation and excellence on the campus of Delaware State University with the presence of this school.

The DSCC has a well-deserved reputation as the primary business advocacy organization in the state. We believe that a curriculum focused on STEM not only prepares students to pursue higher education but it leads to careers in mathematics, natural sciences and technology; health and sports sciences; and agriculture and human ecology. These are necessary home grown skills that we are obligated to provide if we want to keep our talent here in the state of Delaware. This benefits our business community in the long run and provides our science and technology based industries with a pipeline of a skilled work force for the future.

In summary, the Delaware State Chamber of Commerce supports your proposal and we look forward to working with you to establish a successful school.

Sincerely,

James A. Wolfe



The Buccini/Pollin Group

The Buccini/Pollin Group, Inc.  
322 A Street  
Suite 300  
Wilmington, DE 19801-5336

Phone 302.691.2100  
Fax 302.691.2099

[www.bpggroup.net](http://www.bpggroup.net)

December 13, 2011

Alton Thompson, Ph.D.  
Provost  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Re: Early College High School at Delaware State University

Dear Dr. Thompson:

I am writing on behalf of The Buccini/Pollin Group, Inc. to express our support for the State Board of Education's approval for the proposed charter Early College High School at Delaware State University. Early College High School will be a free public high school to be chartered under Delaware's Charter School Law, Title 14, Delaware Code, Chapter 5. We understand that the proposed charter high school will have the following features:

- 400+/- 9<sup>th</sup>-12<sup>th</sup> grade students on a campus located adjacent to the DSU campus in Dover with students taking some DSU courses and accumulating 1-2 years of college credits upon graduating from high school.
- Curriculum focused on science, technology, engineering and math (STEM) to prepare students to pursue higher education leading to careers in mathematics, natural sciences and technology; health and sports sciences; and agriculture and human ecology.
- A problem-based approach to teaching and learning; faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the STEM area.
- Designed to equip students to be able to thrive in a complex, connected world, while also being able to meet or exceed the State's baseline standards of achievement.
- Student recruiting targeting first generation college attendees to increase access to college.

We are particularly supportive of this proposal because **we believe the charter school will encourage a higher education that is more accessible and attainable especially among the first generation college attendee demographic.**

In sum, we enthusiastically support your proposal and look forward to working with you to establish a successful school.

Warm regards,

Robert E. Buccini  
President

2011 DEC 20 P 5:13

December 14, 2011

Alton Thompson, Ph.D.  
Provost  
Delaware State University  
1200 N. DuPont Highway  
Dover, DE 19901

Re: Early College High School at Delaware State University

Dear Dr. Thompson:

I am writing on behalf of Bayhealth Medical Center to express our support for the approval of a charter by the State Board of Education for the proposed Early College High School at Delaware State University, a free public high school to be chartered under Delaware's Charter School Law, Title 14, Delaware Code, Chapter 5. We understand that the proposed charter high school will have the following features:

- 400+/- 9<sup>th</sup>-12<sup>th</sup> grade students on a campus located adjacent to the DSU campus in Dover with students taking some DSU courses and accumulating 1-2 years of college credits upon graduating from high school.
- Curriculum focused on science, technology, engineering and math (STEM) to prepare students to pursue higher education leading to careers in mathematics, natural sciences and technology, health and sports sciences, and agriculture and human ecology.
- A problem-based approach to teaching and learning. Faculty will introduce scientific concepts and processes, while students work collaboratively and apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the STEM area.
- Designed to equip students to be able to thrive in a complex, connected world, while also being able to meet or exceed the state's baseline standards of achievement.
- Student recruiting targeting first generation college attenders to increase access to college.

The percentage of the United States population aged 65 and older will double in size by 2030 (from 35 to 70 million people). This demographic, combined with the obesity epidemic and increases in patients with multiple co-morbid conditions, will require a significant influx into the healthcare workforce.

Students with backgrounds in health, science, and technology will be in a better position to fill this large, anticipated need.

In sum, we enthusiastically support your proposal and look forward to working with you to establish a successful school.

Respectfully,



Terence M. Murphy, FACHE  
President and Chief Executive Officer

TMM/kjk