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Overview

Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community. They believe that in order to sustain successful schools where authentic and relevant learning takes place, they must continually innovate techniques and test learning tools to make our schools better and more rigorous. Lastly, they believe that in order to create and influence the schools of the future, they must use the lessons learned through our practice and research to give us added leverage to impact changes in public policy.

Approach

Big Picture's mission is "the education of a nation, one student at a time." The BP model is lively proof that all young people, including (and especially) our under-served urban students, can succeed in high school, college, or any other post-secondary learning path or career. BP makes this happen by sticking to three basic principles: 1) Learning must be based on each student's interests and needs. 2) Curriculum must be relevant to the student and allow them to do real work in the real world. 3) Students' growth and abilities must be measured by the quality of their work and how it changes them.

Compared to the conventional thinking of regular schools, BP Learning seems radical. BP schools have a powerful appeal called common sense. All students help create their own curriculum, a personal one that reflects and expands their own interests and aspirations. These school days include an off-campus internship generated from each student's interest; real life training in real-world work. Every quarter they exhibit their work to their advisor, peers, parents, mentors and the community.

Why it works

1) The Advisor works with a small class to find what interests and motivates each student. 2) The Mentor guides each student's internship. 3) The Parent is actively enrolled as a resource to the Big Picture Learning community. 4) The Student interacts to reinforce each other's passion for real work in the real world. The result is a self-teaching community of learners where no one feels left-out, and each helps motivate the other.

How businesses can help

The most important element of the education at a Big Picture Learning school is that students learn in the real world. The main component of every student's education is the LTI (Learning Through Internship/Interest). In this internship with an expert mentor in the field of the student's interest, the

student completes an authentic project that benefits the student and the mentor at the internship site. The projects are connected to the student's interests, and are the main root to deepening student learning and academic growth.

Evidence of Success

Big Picture Learning schools consistently outperform regular schools, yet they cost no more, because they achieve our superior performance with no added financial or human resources. Here are comparisons pitting the results of Big Picture Learning schools against regular schools in major cities across the country. In Providence, Rhode Island, fully 10% of all public high school students now go to Big Picture Learning schools. Their first set of small schools, The Met, has been ranked Number One on the Rhode Island State Assessment of Learning for school climate, parental involvement, instruction and safe and supportive environments.

Ten Distinguishers

- 1.) Learning in the Real World (LTI)
- 2.) Personalization - One Student at a Time
- 3.) Authentic Assessment
- 4.) School Organization
- 5.) Advisory Structure
- 6.) School Culture
- 7.) Leadership
- 8.) Parent/Family Engagement: Adult Support
- 9.) School/College Partnership: College Preparation and Support
- 10.) Professional Development

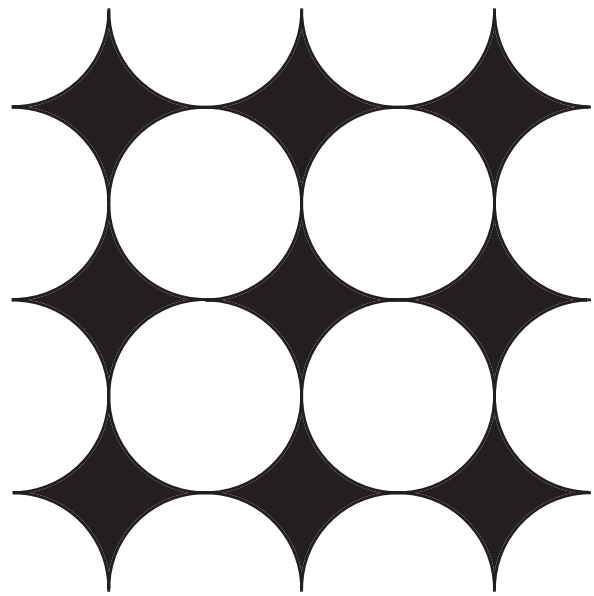
Appendix XX: Data on Big Picture Effectiveness from Across the Network

Big Picture Learning vs. Local Schools

		Big Picture Learning Enrollment %	Local School District Enrollment %
Detroit*	Graduation rate	95.5%	25%
	College acceptance rate	100%	27%
	Passing state-mandated English language achievement test	81.2%	46.9%
	Passing state-mandated Math achievement test	54.7%	39.1%
Los Angeles*	Graduation rate	96%	45.3%
	College acceptance rate	100%	34%
	Passing state-mandated English language achievement test	85%	28%
	Passing state-mandated Math achievement test	80%	24%

		Big Picture Learning Enrollment %	Local School District Enrollment %
Oakland*	Graduation rate	95%	45.6%
	College acceptance rate	100%	34%
	Passing state-mandated English language achievement test	93%	30%
	Passing state-mandated Math achievement test	81%	32%
Providence*	Graduation rate	95%	55%
	College acceptance rate	98%	38%
	Passing state-mandated English language achievement test	89%	79%
	Passing state-mandated Math achievement test	45%	32%
San Diego*	Graduation rate	100%	61.6%
	College acceptance rate	100%	38%
	Passing state-mandated English language achievement test	100%	34%
	Passing state-mandated Math achievement test	100%	36%

*Based on 2006 Data + Based on 2010 Data



Parent Organizer



Welcome

The role of the parent in a Big Picture school is an important one. This guide is organized to help you follow your student through their learning journey, easily access their work, keep on top of upcoming events, and direct you to frequently asked questions.

If you have any questions or concerns about your student's education – call your advisor. *After all, you're a part of the team!*

Parent Organizer

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Important Contacts

SCHOOL	School	Address
	Phone	Fax
	School Web Address	
ADVISOR	Advisor	Phone
	Address	Email
PRINCIPAL	Principal	Phone
	Address	Email
MENTOR	Mentor	LTI Site
	Phone	Address
	Email	Project
	Days/Times	
	Name	Phone
	Address	Email
	Name	Phone
	Address	Email

School Calendar

Provided by schools. Replace with school calendar.



Advisory Lists

Provided by schools.



School Philosophy and Structure

Pursuing Passions

We believe that students learn best when they are doing something that they are passionate about in the real world. Students are encouraged to explore their interests.

Learning Through Internship (LTI)

One of the basic structures of Big Picture schools is that students spend two days a week out at an internship site. By Learning Through Internship (LTI), the student will learn math, science, reading, writing and many more skills that he or she cannot learn in a classroom. LTIs are not meant to help students pick out a particular career. At their LTIs, students will learn the skills needed to go on to college and beyond.

Personalized Learning

Each student has an individual Learning Plan. The Learning Plan team (the student, parent, mentor and advisor) work together to create a challenging and exciting plan. Learning Plan meetings for your student will be held four times a year.

Assessment

Students are expected to work toward the goals they've set, and reflect on their work and learning. Four times a year, the student will exhibit his or her work to you and a panel of evaluators. Through this process of planning, doing and reflecting, students discover how to take responsibility for their own learning. Also, each quarter, advisors write a narrative assessing student work and learning.

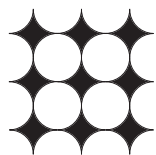
Advisor

Each student is part of a small 12-16 person advisory group. Their advisor knows them well and helps them build a strong community while working on the goals in their individual Learning Plans. You will be in close communication with your student's advisor. This advisory will stay together for 2-4 years. Advisories go on trips together, debate issues, do community service, critique each other's work, plan school activities, and more.

Enrolling Families

Families play an important role in a student's education. From helping the student plan his or her Learning Plan to participating in events, we rely on parents as an integral part of our community.





Journal Writing

Each student writes in a learning journal three times per week. This is a way for students to reflect on their life and learning as well as communicate with their advisor. Advisors read and respond to these journal entries each week.

Organization, Self-Motivation and Time Management

These are probably three of the most important keys to success. At Big Picture schools, students must learn to organize themselves, motivate themselves and follow the project timelines they've created. The Supercalendar is a planner that students use to plan their day and project work.

Team Building

Because advisory groups work closely, a strong team must be built. Camping trips, ropes courses and trust building activities are all an ongoing part of creating an advisory culture. Advisors invest time towards building a safe, caring learning environment for their students.

Respect and Diversity

Respect and diversity are two important elements of life and learning at a Big Picture school. The students have a great deal of responsibility for their own learning. However, with the freedom to pursue their passions, comes the responsibility to create the kind of community that is a safe learning environment for all students. As a community we respect the diversity within our own community as well as throughout the world. The first month of each school year focuses on issues of respect and diversity. As a community we seek to understand our cultural, religious, ethnic, gender, and class differences as well as perspectives outside our community.

Group Work

Although there are no formal year-long classes, there are groups that meet at different times during the school year depending on the need and interests of students. Some examples are book groups (students pick books and meet weekly to discuss them), quantitative studios (where students learn mathematical skills to use in their project work), singing groups, and community service groups. These are not the focus of a student's Learning Plan, but rather a way for the student to meet their goals, get help and work collaboratively with other students.

Community Service

All Big Picture schools strive to have a positive effect on their communities. Community service benefits the community and provides rich learning opportunities for students.

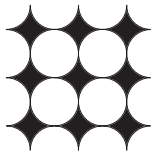
Mediation

When there are conflicts between members of the school community, they are mediated to allow both parties to explain their thoughts and actions. Logical consequences are decided upon if further action needs to occur. Every decision is made one student at a time. There are no standardized discipline policies. Each situation is looked at separately to decide on the best decision for everyone involved.

Preparing for College

All students are required to apply to college during their senior year. Although they may decide not to attend, we feel that every student should have the option of attending college. Therefore, all students create a college portfolio, visit colleges, go on interviews, take the ACT or SAT, write college essays and fill out applications. In addition, we hold several parent nights to help parents fill out financial aid paperwork and learn more about the college process. Students are also encouraged to take a college class at a local college before graduation, so that they have already had some college experience before they graduate.





Grade Expectations

These are general expectations for students at Big Picture schools. Every student learns and grows at his or her own pace – the important thing is for students to show growth in each area. It is up to the advisor and Learning Plan team to determine these expectations based on the needs of each student.

Big Picture 101

During the first year, 9th grade students are expected to:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least four times a year.
- Reflect on gaps in their learning and address them through project work.
- Create at least four Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly four times a year.
- Write in their journals three times per week.
- Schedule their Supercalendar every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments.

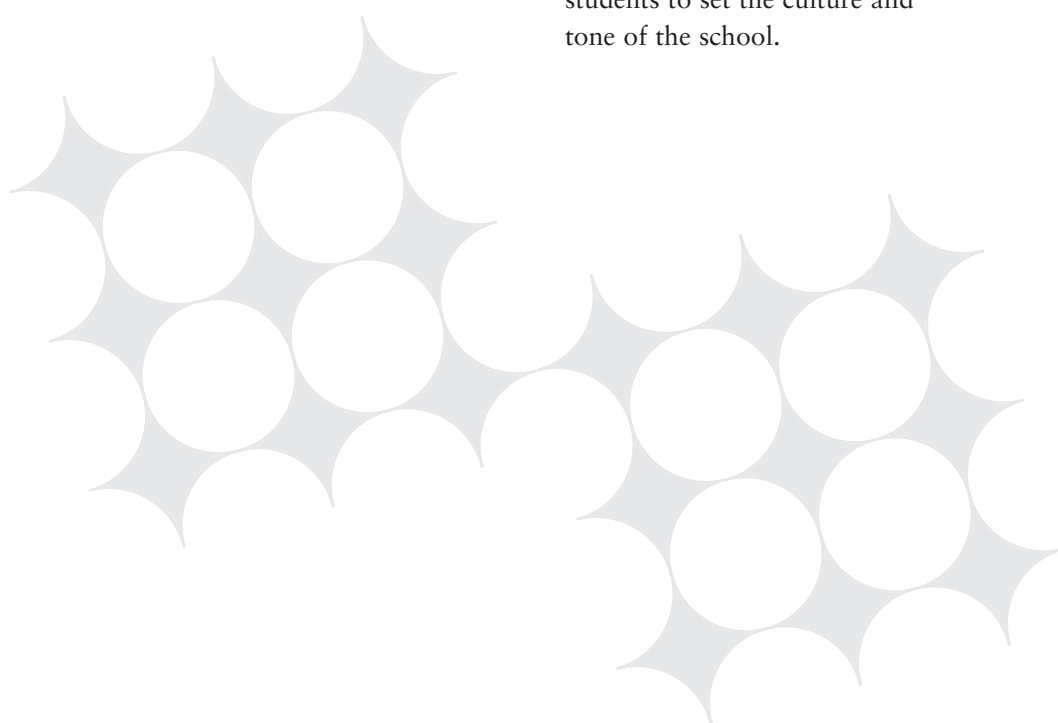


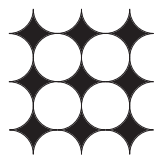
Priorities for Advisors for the First Year:

- Develop a community with the advisory and school as a whole.
- Know each student and family well both personally and academically.
- Develop relationships with students, mentors and family.
- Understand the baseline of skills students have so that future goals are realistic and data driven.
- Develop a culture of respect and responsibility.
- Help students identify their passions/interests.
- Help students to take responsibility for their own learning.
- Foster a culture of documentation – help them build portfolios.
- Write a 9th grade transcript in the spring.

Priorities for Principals for the First Year:

- Prepare 9th grade advisors (especially new advisors) for their work through a well-planned summer orientation.
- Focus intensively on 9th grade students and advisors during the first quarter.
- Help advisors schedule the days in the first month of school so that 9th grade advisories have many different activities planned.
- Develop teamwork and trust among advisors so that 9th grade advisors get support from their colleagues.
- (After the first year of the school.) Schedule pairings of rookie advisors and veteran advisors to go to shadow days, Learning Plan meetings, LTI set-up meetings, and exhibitions together.
- Do mediations with 9th grade students to set the culture and tone of the school.





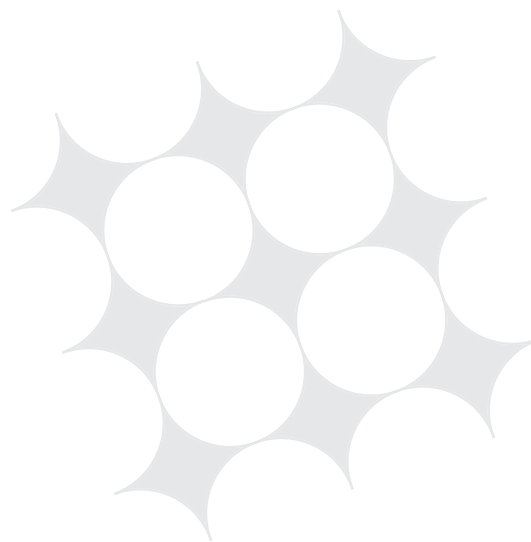
Big Picture 201

During the second year, 10th grade students are expected to:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least four times a year.
- Reflect on their learning and address gaps through project work.
- Create at least four Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly four times a year.
- Write in their journals three times per week.
- Schedule their Supercalendars every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments.

Specific Second Year Expectations:

- Do at least two in-depth LTI projects during the year.
- Read at least five books during the year, keep the portfolio updated.
- Create a resume.
- Present a Gateway exhibition during third quarter.
- Apply to Senior Institute.
- Begin to visit colleges and look at requirements.
- Work on each Learning Goal area in depth.
- Create a graduation plan for the next two years to fill in Learning Goal gaps.



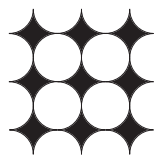
**Priorities for Advisors
for the Second Year:**

- Help students continue to pursue their passions and interests.
- Help students to create more in-depth and authentic project work.
- Continue to foster a culture of respect and responsibility.
- Help students prepare their portfolios for the Gateway exhibition.
- Maintain relationships with students, families and mentors.

**Priorities for Principals
for the Second Year:**

- Help advisors transition into Big Picture 201. Many advisors face new challenges in their second year.
- Be prepared to focus on 10th graders in December and January, and, in late March, to support them intensively around Gateway exhibition preparation time.
- Support students in preparing for Gateway exhibitions by convening all 10th graders and giving them a pep talk about how important this passage is for them and the whole school.





Big Picture 301

During the third year, 11th grade students are expected to be role models as they:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.).
- Meet with the full Learning Plan team at least four times a year.
- Reflect on their learning and address gaps through project work.
- Create at least four Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly four times a year.
- Write in their journals three times per week.
- Schedule their Supercalendars every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments.

Specific Third Year Expectations:

- Demonstrate heightened personal qualities and depth of work.
- Play a leadership role in the school.
- Get a senior thesis project proposal approved by committee.
- Read at least six books, including two autobiographies.
- Write the first 25 pages of autobiography.
- Meet with the college counselor and share information with your Learning Plan team.
- Research five colleges and their requirements.
- Address any remaining gaps in college admissions requirements into the Learning Plan.
- Bring their family to college night.
- Visit at least three colleges.
- Create a draft of college essay.
- Begin to create a college portfolio (resume, transcripts, essay, awards, best work).
- Prepare for and take the PSAT in the fall.
- Prepare for and take the ACT or SAT in the spring.
- Schedule at least four college interviews for next year.

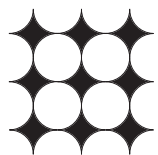
Priorities for Advisors for the Third Year:

- Help students meet all of their Learning Goals.
- Help students create more project depth at their LTIs.
- Help students to develop leadership skills within the school.
- Begin the college preparation process with students.
- Help students create senior thesis project proposals.
- Help students begin their autobiographies.

Priorities for Principals for the Third Year:

- In the fall, expect 11th graders to have good, deep LTI projects.
- By midyear, start supporting the college process by working with the college counselor, college admissions officers, students and parents to find the best fit for each student.
- By midyear, highlight the autobiography for 11th graders by asking how their writing is going, by sharing samples of autobiographies that may interest them, or even by leading a reading group with an autobiography as the text.
- Support development of senior thesis project proposals.





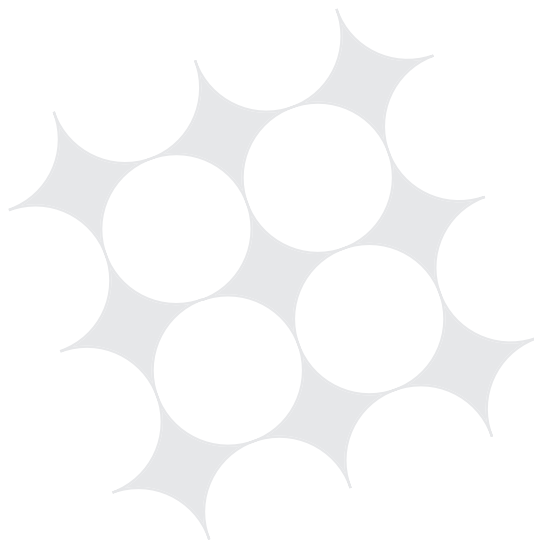
Big Picture 401

During the fourth year, 12th grade students are expected to be role models as they:

- Follow their interests in the real world (informational interviews, shadow days, and LTIs).
- Obtain an LTI in the first semester.
- Have a positive impact on the community (service learning, etc.)
- Meet with the full Learning Plan team at least four times a year.
- Reflect on their learning and address gaps through project work.
- Create at least four Learning Plans during the year.
- Complete the work in their Learning Plans.
- Build a portfolio of work online and save hard copies in their working portfolio and portfolio box.
- Exhibit their work publicly four times a year.
- Write in their journals three times per week.
- Schedule their Supercalendars every week.
- Come to school each day on time.
- Be responsible for their locations and actions.
- Show respect for others and themselves.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Take part in mediations if conflicts arise.
- Prepare for any state assessments.

Specific Fourth Year Expectations:

- Demonstrate heightened personal qualities and depth of work.
- Play a leadership role in the school.
- Complete an in-depth senior thesis project.
- Meet consistently with their thesis mentor.
- Contact a resource related to the thesis at least every other week and keep track of these contacts.
- Write a 50-100 page autobiography.
- Prepare for and take the ACT or SAT.
- Complete a college portfolio.
- Visit and interview with at least four colleges.
- Apply for scholarships.
- Research and apply to colleges.
- Apply for financial aid.
- Read a book each month (9 total, including one autobiography), update portfolio.
- Create a post-high school plan.
- Present your work and reflection at a graduation exhibition.

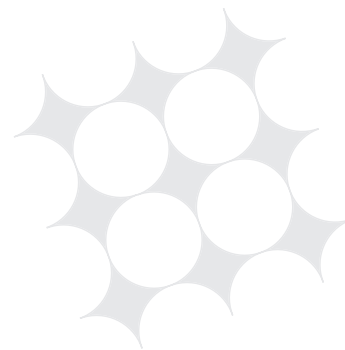


**Priorities for Advisors
for the Fourth Year:**

- Help students to have successful senior thesis projects, autobiographies, and college applications.
- Help students to prepare for college and independence.
- Foster a culture of leadership in the community.
- Help students prepare their final presentation portfolio for their graduation exhibition.
- Take part in and plan for senior/graduation activities.
- Write students letters of recommendation for college.

**Priorities for Principals
for the Fourth Year:**

- Meet with seniors individually in December for a serious conversation about how they are doing and whether they are on track to graduate.
- Focus on students' college searches: know where they are applying, stay informed about acceptances and rejections, keep eyes open for financial aid opportunities.
- Write students letters of recommendation for college.



Helping Your Student

Attendance and punctuality

Help your student get to school on time and make sure that he or she is there every day. This is your student's job and they have an important responsibility to their advisory, their LTI and to their own education. Being on time shows respect and responsibility.

Talk with your student about his/her work

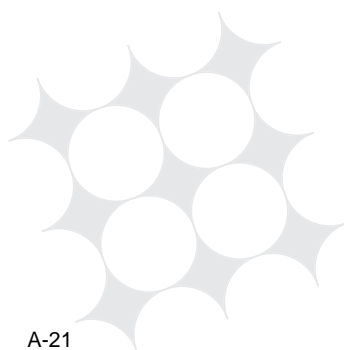
Know what your student is working on. What's on his or her Learning Plan? When are the next exhibitions? Ask to see your student's Supercalendar. You can also view examples of work online. Contact your student's advisor to learn how.

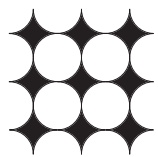
Talk with your student's advisor

If you're not sure how your student is doing, have a concern or just want to say hello – keep in contact with his or her advisor.

Attend Learning Plan meetings and exhibitions

Support the learning process by meeting with the team to create your student's Learning Plan and attend exhibitions and help evaluate the work and learning.





Encourage at home project work

Look at your student's project timeline and encourage project work at home. Help your student establish an organized workspace at your home. Doing work at home is a valuable skill and habit for high school and for college.

Find summer opportunities

Help your student pursue a learning rich summer opportunity that will ignite their excitement and passion.

Find learning opportunities

Help your student find and take advantage of learning opportunities in your community. There may be an after school arts workshop or a church trip. Help expose your student to different activities and interests. If you find a program but can't afford it, talk to your student's advisor to see about fundraising opportunities in the school.



Helping the School

What can you do to help support your student's learning on the school level?

Family Engagement Events

At Big Picture schools, parents are an active part of the community. Each year there are several big events where the whole community comes together to celebrate:

- Open House usually happens around October. This event allows families to see the work and learning that the students have been doing.
- Family Skills and Talents Fair is an event where parents present their interests and passions to the school community. In addition to learning more about each other, this event allows students to find potential mentors from within our own community.
- End of the Year Celebration is a community celebration of the students' work and learning throughout the year. Students receive awards as they are ceremonially passed into the next grade.

The Family Engagement Committee

is a forum for parents to set up events, network with one another and organize to support the school and their students' learning. Fundraisers, political support and community outreach are all aspects of family engagement work. Join the network of parents at Big Picture schools throughout the country. You can communicate with other Big Picture schools through our website forums. Create a network of excited supportive parents throughout the nation!

The Buddy Program pairs parents of new students with parents who have been a part of the school community for a year or more. This helps parents to network and answer each other's questions about the school.

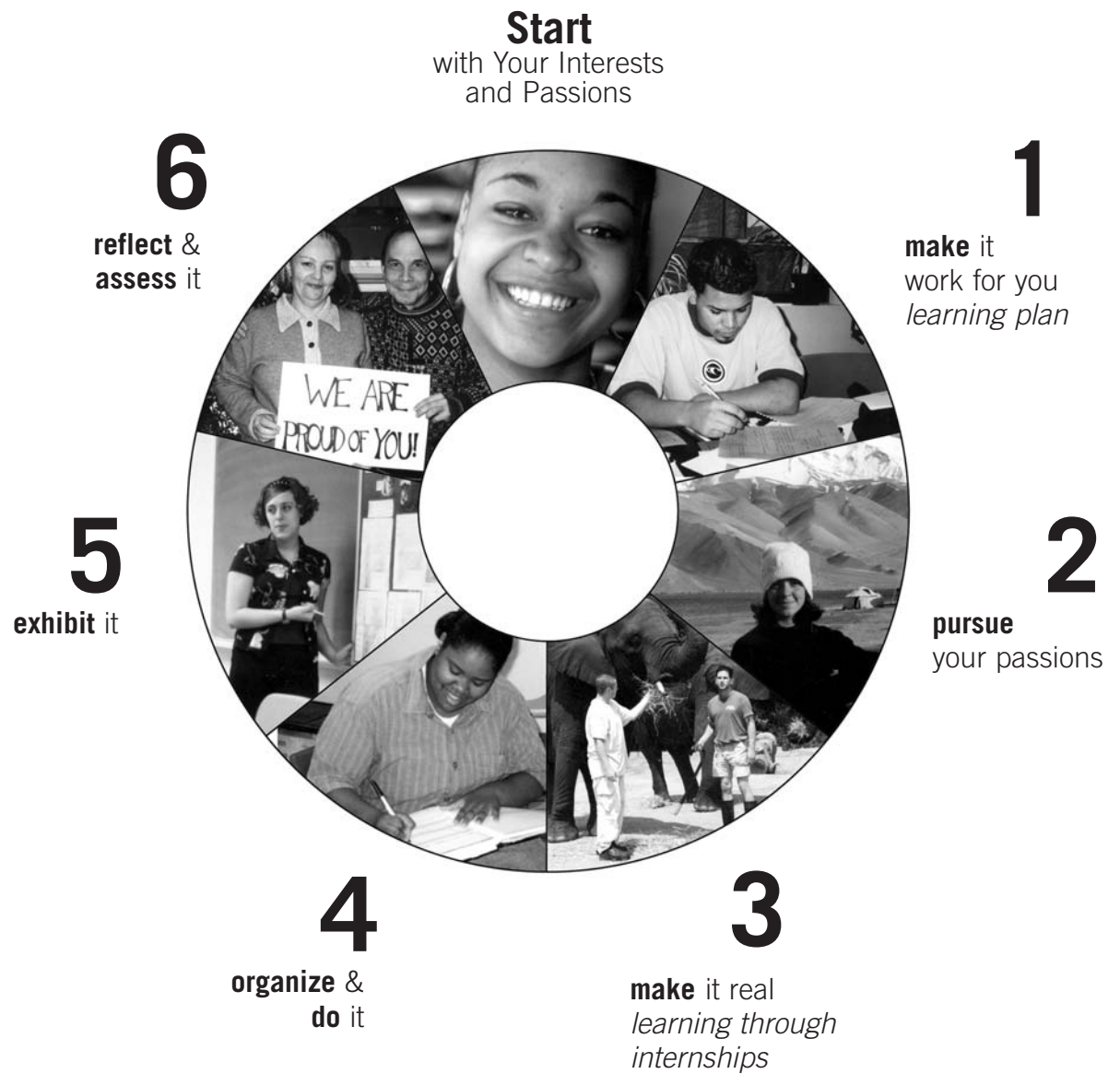
Mentoring a student from the school is another way to share your skills and resources with the community.

The number one indicator of success for a child is a good relationship with a caring adult.

Fortune Magazine



The Big Picture Learning Cycle



Overview of the Learning Plan

The Learning Plan is a description of all the work and learning your student plans to do over the quarter. At each exhibition, the Learning Plan team assesses the student's progress. A Learning Plan is not cast in stone; rather, it is updated and revised as the student develops. The Learning Plan is supposed to "fit" each student. It should be challenging but not become overwhelming to the student.

Learning Plan Team

Each parent is a part of a student's Learning Plan team along with the advisor, student, mentor, and anyone else who may be useful to your student's learning.

Learning Plan meetings

Learning Plan meetings happen four times a year. Meetings can be held at school or at home. The Learning Plan team gathers to create a detailed plan specifically for your student who will come with some ideas about how to pursue their interests. After you attend your student's first Learning Plan meeting, subsequent meetings will allow for progress checks and feedback.

You will be asked to fill out a parent cover sheet to add to the student's Learning Plan.

Accountability

Students are accountable for the work they plan into their Learning Plan as well as any advisory work. Advisors keep track of how the student is progressing through the work and will keep you updated. You can help your student be accountable by asking to see the Supercalendar and portfolio.

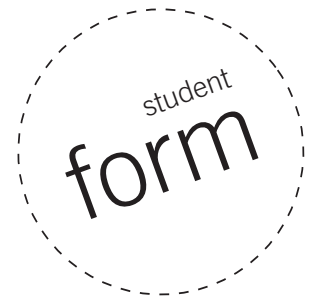
Learning Goals

In today's changing world, the most important thing students must learn is how to learn. The Learning Goals at Big Picture schools focus on reasoning and problem solving as well as skills like reading, writing and mathematical thinking.

Top Ten Questions to Ask Yourself About Your Student's Learning Plan

1. How does the plan address your student's interests and passions?
2. In what way did your student help to create the plan?
3. How is the work authentic? Does it have a real world application?
4. How is the plan challenging?
5. How realistic is it?
6. Which adults are listed as resources and mentors for your student?
7. What are the specific goals for your student's next exhibition?
8. How does the plan let the student use his/her hands and mind together?
9. Which Learning Goals does the plan primarily address?
10. How does the student feel about his/her Learning Plan?

Learning Plan Cover Sheet



Student

Parent

Mentor

Advisor

Grade/Quarter

Date

What are your interests and passions?

What experiences and skills would you like to gain while in school?

What are your goals after graduation?

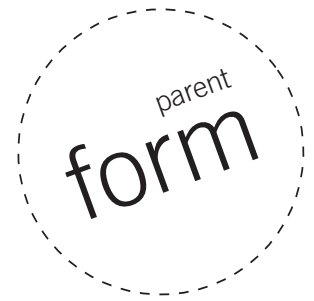
What are your strengths?

What are the areas you need to work on?

How do you learn best? (Describe your learning style)

What obstacles have you overcome?

Parent Cover Sheet



Student

Parent

Mentor

Advisor

Grade/Quarter

Date

What are your student's interests and passions?

What experiences and skills would you like your student to gain while in school?

What goals do you have for your student after graduation?

What are your student's strengths?

What are the areas your student needs to work on?

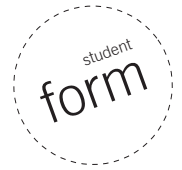
How does your student learn best? (Describe your student's learning style)

What obstacles has your student overcome?

Learning Plan

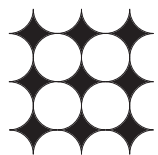
Student: _____ Grade: _____ Quarter: _____ Date: _____

LTI Site: _____ Advisor: _____ Mentor: _____



My Work	Empirical Reasoning	Quantitative Reasoning	Communication	Social Reasoning	Personal Qualities	Resources	How will I work on it? How will my advisor know?	What will I show at my exhibition?

A-29



The Learning Goals

Students use the Learning Goals to help expand their project work and challenge themselves with new ideas. These are the five Learning Goals.

1. How do I prove it?

Empirical Reasoning

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What *idea* do I want to test? (essential question)
- What has other *research* shown?
- What is my *hypothesis*?
How can I *test* it?
- What *information* (data) do I need to collect?
- How will I *collect* the information?
- What will I use as a *control* in my research?
- How *good* is my information?
- What are the *results* of my research?
- What *error* do I have?
- What *conclusions* can I draw from my research?
- How will I *present* my results?

2. How do I measure, compare or represent it?

Quantitative Reasoning

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to *evaluate* my hypothesis?
- What *numerical* information can I collect about this?
- Can I *estimate* this quantity?
- How can I *represent* this information as a formula or diagram?
- How can I *interpret* this formula or graph?
- How can I *measure* its shape or structure?
- What *trends* do I see? How does this *change* over time?
- What *predictions* can I make?
- Can I show a *correlation*?



3. How do I take in and express ideas?

Communication

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I *write* about it?
- What is the *main idea* I want to get across (thesis)?
- Who is my *audience*?
- What can I *read* about it?
- Who can I *listen* to about it?
- How can I *speak* about it?
- How can *technology* help me to express it?
- How can I express it *creatively*?
- How can I *express* it in another language?

4. What are other people's perspectives on this?

Social Reasoning

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities *view* this?
- How does this issue affect different *communities*?
- *Who cares* about this? To whom is it *important*?
- What is the *history* of this? How has this issue *changed* over time?

- Who *benefits* and who is *harmed* through this issue?
- What do people *believe* about this?
- What *social systems* are in place around this?
- What are the *ethical questions* behind this?
- What do I *think* should be done about this?
- What can I *do*?

5. What do I bring to this process?

Personal Qualities

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I *demonstrate* respect?
- How can I *empathize* more with others?
- How can I strengthen my *health* and well-being?
- How can I communicate *honestly* about this?
- How can I be *responsible* for this?
- How can I *persevere* at this?
- How can I better *organize* my work?
- How can I better *manage my time*?
- How can I be more *self-aware*?
- How can I take on more of a *leadership* role?
- How can I work *cooperatively* with others?
- How can I *enhance my community* through this?

Learning Through Internship (LTI)

Why LTI?

The primary purpose of a student's Learning Through Internship (LTI) at a Big Picture school is to build knowledge, understanding and skills in the context of authentic work. By making the learning process real, students are encouraged to take responsibility for their own learning and become inspired life-long learners.

Mentors

Each student has a mentor in the community who shares the student's interest. The mentor guides and coaches the student intern at the work site, while the student receives additional project support from the advisor back at school. The student is expected to contribute a substantial project of real consequence to the LTI site. The mentor becomes a part of the student's learning team.

LTI Visits

The advisor regularly communicates with the mentor to monitor and assess the student's progress. Together they plan authentic challenging projects, which become part of the student's Learning Plan. The best LTI projects occur when both the student and mentor are helped by the work.

Interest Exploration

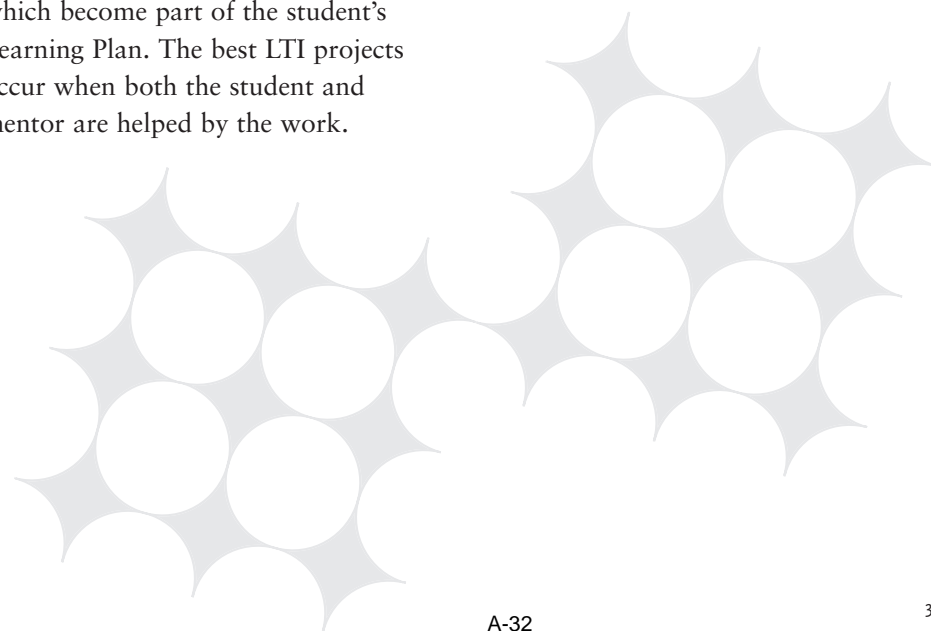
In order to pursue their passions, students must find out what they are passionate about. As part of advisory, students will begin to explore their interests. Exposure to new ideas, places, cultures and information is a part of the school experience.

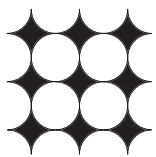
LTI Search

Students learn to make professional phone calls, conduct informational interviews and spend the day at work-places around the community in order to find a good internship. A good internship is one that the student is interested in, where the mentor is a good match for the student and where there is the potential for real, rigorous project work which will help the student and the LTI site.

*What we have to learn to do,
we learn by doing.*

Aristotle





LTI Set-Up

Before each LTI is set up, the potential mentor goes through a police check to ensure that they are an appropriate placement for the student. At the set-up meeting, the advisor and student go over the student's Learning Plan with the mentor and talk about future goals.

Project Development

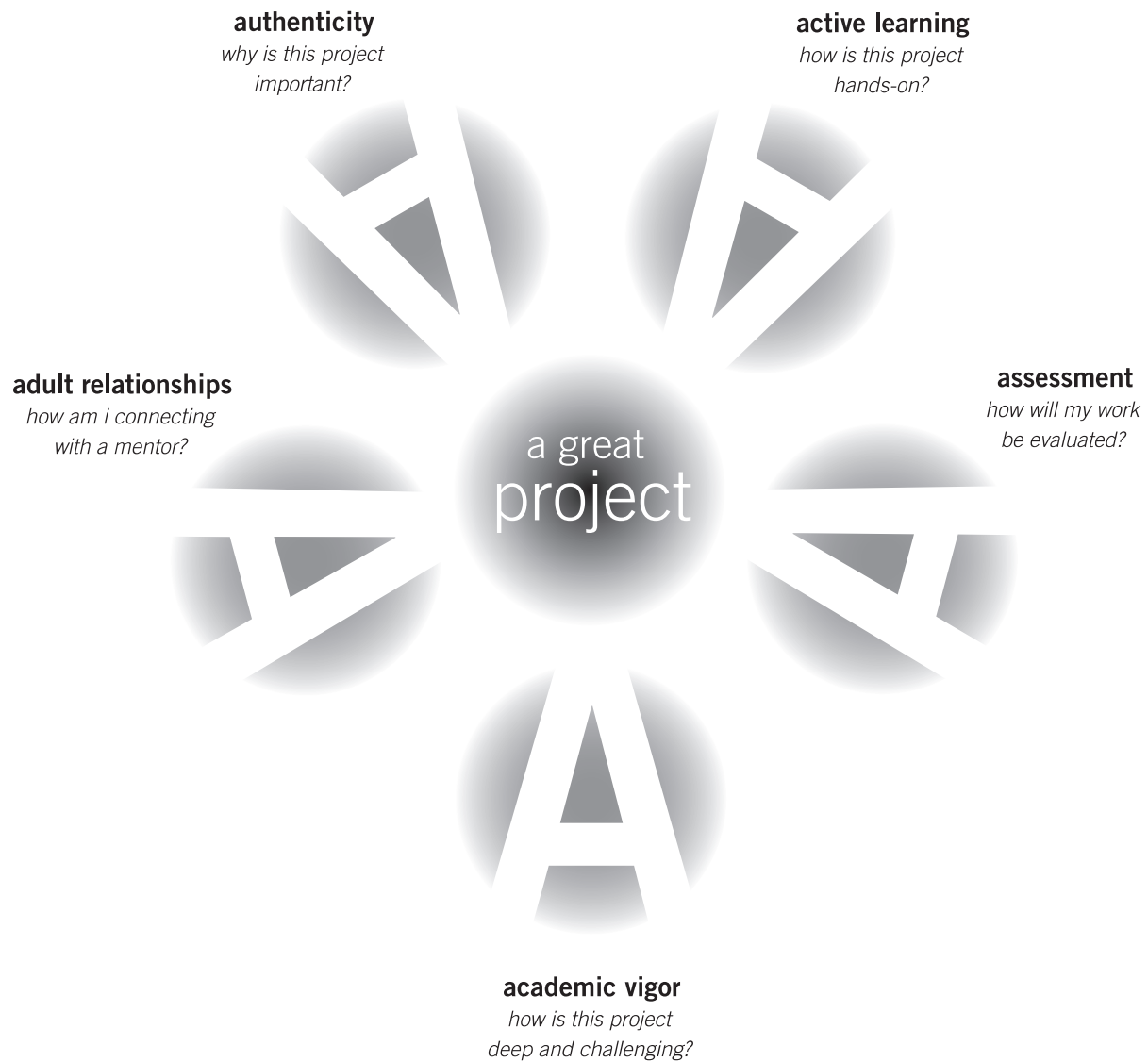
About 2 weeks after the start of the LTI, the advisor, student and mentor sit down for a project meeting. This project will be added to the student's Learning Plan and exhibited at the student's exhibition.

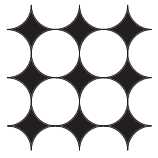
Integrating the Learning Goals

Often students will need to learn new skills in order to complete their LTI project. To do this they work with their advisor or other knowledgeable adults back at school. Math skills, new computer programs or research can all be done back at school with help from an advisor or other resource.



Introducing the 5As





Learning Story: Ryan

Ryan had a passion for architecture and animals. He got an LTI at the zoo with a landscape architect. His LTI project was to redesign the Parma Wallaby exhibit. At his LTI, he learned how to create blueprints, write like an architect, and design spaces. At school, he researched the ideal habitat of a Parma Wallaby, and learned about the physical space requirements of these animals. At the end of his project he presented his design and research to the directors of the zoo.



Learning Story: Priscilla.

After a month of informational interviews and shadow days, Priscilla found an LTI with a physical therapist. Her mother had recently needed therapy on her hand, and Priscilla had developed an interest in helping others through physical therapy. While working at her LTI, Priscilla learned that the clinic had many new patients with a condition called fibromyalgia. For her LTI project, Priscilla created a series of informative brochures about fibromyalgia to give out to newly diagnosed patients. To do this work she consulted with her mentor to learn more about the condition, interviewed doctors, and talked with patients about the condition. At school, she researched the condition in the medical literature, and learned to use a software program to layout the brochures. After many drafts, her brochures were printed and used at her LTI site.



Example LTIs

List of LTI sites at the Met Center in Providence

Urban Bankers of Rhode Island	Trinity Repertory Company	Providence Bicycle
Tolman Interactive	Diane Miller Photography	Rhode Island Youth
Edward Rowse Architects, Inc.	CVS Pharmacy	Guidance Center
YMCA	University of Rhode Island	Charlesgate Nursing Home
AS220 (artists' collaborative)	Howard Swearer Center for	Amos House
Second Story Graphics	Public Service	RI State School to Career
Central Falls School	Kulture Klash	Office
Department	Innovative Network Solutions	Carriage House
Perry Middle School	John Hope Settlement House	Navy Recruiting Station
Women and Infant's Hospital	Roger Williams Park Zoo	Solo Insurance
Davio's	Black Repertory Theater	Children's Shelter of
Hasbro Children's Hospital	Visiting Nurses Association	Blackstone Valley
Iglesia Metodista Primitiva	Rick Sippel Photography	Rhode Island Children's
Lifespan – Network Services	The Miriam Hospital	Crusade
Gregg's Restaurant	Lifespan Corporation	Masgautucket Pequot Museum
Oil and Grease on Wheels	Roger Williams Middle School	The Flynn School
The Lima School	Lafayette Hatchery	Providence Tae Kwon Do
New England Tire	Providence Police Department	Thrifty Sign
Empire Restaurant	Child Development Center	Step by Step Dance Studio
Daily Bread Bakery	Ignite Communications,	Fortes Elementary School
Unicom Computer Systems	Northeast Digital	Tavares Pediatric Center
Hoffman Animal Hospital	Center for Hispanic Policy	Providence City Hall
Webster Avenue School	and Advocacy	Providence Police Mounted
Lucien's Auto Body, Inc.	Mack Motorsport Services	Command
Federal Hill House	Air Brush Designs	Common Cause
George J. West Elementary	Project New Urban Arts	J and J Aquarium
School	East Bay Pediatrics	and Pet Center
Hibbitt, Karlson and	Providence Children's Museum	Needlenose Productions
Sorencen, Inc.	Dream Edit	Napa Valley Grille
Equinox Communications	Narragansett Bay Commission	RI School for the Deaf
Bridles and Bits	Planned Parenthood of	A.M.E.N.
Brown University	Rhode Island	Urban League of Rhode Island
Kingstown Camera	The Amerzine Company	Mark's Deli
Kids First	John Housley Design	Bridgham Middle School
Pawtucket Red Sox	Precision Saw and Mower	Cherry Hill Manor
Big Picture Company	Service, Inc.	City Gardens Florist
FAA-ATCI – T.F. Green Airport	Tech Direct	Ryan Walquist, Artist
Christopher Foster Glassworks	Carr's	New Technology Computer
International Yacht	Contacto TV	95.5 WBRU Radio
Restoration School	Historical Preservation	Providence School Department
Providence Film Commission	and Heritage Society	Scott Lapham Photography
Youth in Action	St. Vincent Infant Center	Rumford Pet Center
Windmill Street School	Martin Luther King Jr.	Easter Seals Cornerstone
Gilbert Stuart Middle School	Elementary	Preschool
Rhode Island College	Horizon Aviation	Club Neopulsi Creations
Save the Bay	DiStefano Automotive	Pleasant View School
Perishable Theater	Charron Electronics	Audubon Society of
Esek Hopkins School	Tockwotton Home	Rhode Island
Full Circle Gallery	Filing Manufacturing	Concept Link, Inc.
	Big Nazo Puppets	

Exhibitions | Overview

Students present their work and learning at the end of each quarter. The student's parents, mentor, advisor, peers and others come to reflect on and evaluate his or her process and products. The student creates visuals, an agenda and note cards to create a professional presentation. Your role is to help your student reflect on his or her work and to evaluate how the student has grown and worked toward the goals on the Learning Plan.

What Makes a Great Exhibition?

A well prepared presentation:

- note cards
- agenda
- visuals
- eye contact
- speaking clearly

A packet for panelists

(including Learning Plan, agenda, exhibition feedback form and sample work)

Evidence of Learning Plan work

(shown organized in the student's Portfolio)

Evidence of the process the student went through (drafts, journal entries, Supercalendar, meeting notes)

Creative activities that involve the panelists

Honest self-reflection

(discussion of growth and struggles throughout the quarter)

Evidence of improvement

(depth of learning, excitement about projects, more responsibility for his or her own learning)

Ten Great Questions to Ask at an Exhibition

1. What are you most proud of this quarter?
2. What have you learned most about?
3. What was the most challenging part of this quarter?
4. How could you have gone deeper with your work?
5. How was your work connected to your interests?
6. How have you worked with your mentor? How have other adults been resources?
7. Describe a day at your LTI.
8. Describe what role you play in advisory and in the school.
9. What did you think of this exhibition? How did it compare to your previous exhibitions?
10. What are some ways I could support your work next quarter?



Exhibition Feedback Form



Student

Panelist

Advisor

Grade/Quarter

Date

What were the highlights of this exhibition?

Comment on how the student met the goals in his/her Learning Plan?

How could the student have gone deeper? (suggest resources)

Comment on the quality of the presentation and evidence:

5A's

authenticity

active learning

academic vigor

adult relationships

assessment

Assessment

Narratives

After the exhibition, advisors send home a written evaluation of each student's work. The purpose of this narrative is for the advisor to share with you the most honest, well-rounded picture of your student's growth and learning over the quarter.

The narrative discusses the student's strengths as well as gaps and looks at whether the student has met the goals set out in the Learning Plan. In some cases, students may have a contract to complete Learning Plan work after the exhibition.

Once you receive the Narrative:

- Discuss the narrative with your student: Take a few minutes to read it over with your student. Talk about some of the positive highlights mentioned in the narrative. Strategize about things he or she would like to do differently during the next quarter.
- Talk with your student's advisor: Feel free to discuss any concerns or delights.
- Keep track: Keep your student's narratives in this binder so you can document his or her growth over time.

Transcripts

At the end of each year, the student's narratives and portfolio of work are translated into a one-page transcript. This transcript is a summary of their project work and level of achievement over the year.

Portfolio Development

Each student develops an ongoing portfolio of work. This portfolio contains writing, project work, art, journals, exhibition videotapes. In short, it holds all the major work or learning the student has done. The student's portfolio is kept in physical form and online. From this archive, the student can create portfolios for college applications, for exhibitions, for job interviews, and more. At each exhibition, the panelists look at the student's organized portfolio to help assess his or her progress.



Sample Transcript

student
form



The Metropolitan Regional Career and Technical Center

80 Washington Street Rm. 436
Providence, RI 02903
(401) 277-5048
Fax (401)277-5049

362 Dexter Street
Providence, RI 02907
(401)752-3400
Fax (401)752-3425

Name: John Smith
Address: 273 Main Street
Providence, RI 02807
Parent/ Guardian: Laurie Smith
DOB: 5/8/83
S.S.#: 200-10-0001
Entered Met in grade: 9
Date of intended graduation:
June 2001

This is a cumulative
record for grade(s):

9,10,11,12

Applied Academic Learning Goals	worked on goals through									Level of achievement			
	Met Center Workshop	College Course	Internship	Internship Project	Independent Project	Outdoor Leadership	Service Learning	Other (specify)		In Progress	Met Expectations	Exceeded Expectations	Exceeded With Distinction
Communication													
Writing	9,10,11,12	11	9,10,11	9,10,11	12					○	○	●	○
Reading	9,10,11	11	9,10,11	9,10,11	9,10,11,12	11				○	○	●	○
Speaking	9,10,11	11	10,11	10,11	12	9,10,11	10	11	Conference Speaker	○	○	○	●
Sculpture/Painting			9	9	10					○	○	○	●
Computers			10,11	10,11						○	●	○	○
Quantitative Reasoning													
Tables & Graphs	10	11	10,11	10,11						○	○	●	○
Problem Solving	9		10,11	10,11						○	○	●	○
Algebra	9		11	11						○	○	●	○
Geometry	10									○	○	●	○
Probability/Statistics	12		11	11						○	○	●	○
Empirical Reasoning													
Research		11	10,11	10,11	12	11				○	○	○	●
Strategies		11			9,10,12	10				○	○	○	●
Zoology		11	10,11	10,11	12					○	○	○	●
Ecology			10,11	10,11	12	10	10			○	○	○	●
Scientific Method		11			12					○	○	○	●
Social Reasoning													
Citizenship	9,10,11,12				12	9,10,11	10			○	○	○	●
Cooperation	9,10,11,12	11	9,10,11		12	9,10,11	10			○	○	○	●
Conflict Resolution	9,10,11,12				12	9,10,11	10			○	○	○	●
History		11			9,10					○	○	●	○
										○	○	○	○
Personal Qualities													
Responsibility	9,10,11,12	11	9,10,11	9,10,11	12	9,10,11	10			○	○	●	○
Organization	9,10,11,12	11	9,10,11	9,10,11	12	9,10,11	10			○	●	○	○
Phys. Fitness	9,10				12	9,10,11	10			○	○	○	●
Leadership			10,11	10,11	12	9,10,11	10			○	○	○	●
Time Mgmt.	9,10,11	11	9,10,11	9,10,11	12	9,10,11	10			○	●	○	○

Student Highlights

John's love of science and marine biology has really developed during his four years at the Met. He worked as an intern at Save the Bay, a non-profit marine conservation organization, for 2 1/2 years. During his time there, John became an integral part of the Education Team, teaching elementary and middle school students about the Narragansett Bay through Save the Bay's "Shipboard," "Coastal Studies," and in-school programs.

During his time at Save the Bay, John did extensive research on eelgrass beds and the factors that have led to its depletion in the Narragansett Bay. He also wrote a 15-page scientific research paper on the winter flounder for the education team, which they needed to develop a new program. During his junior year, John took a Zoology class at the Community College of Rhode Island in which he earned the highest grade average in the class. John's other interests and passions include film analysis, camping, hiking, painting, sculpture, and all things outdoors.

Senior Thesis Project

For his senior thesis project, John created and led a series of marine biology workshops for 12 students at the Met. He designed a hands-on experiential curriculum, which included labs (e.g.: a squid dissection, water quality and salinity testing, core sample analysis), field trips (e.g.: to Biomes and the Boston Museum of Science), and on-site project studies (e.g.: water quality testing in the Bay, a visit to a salt marsh). The culminating event was an all-day trip on Save the Bay's research vessel where students studied and interacted with marine life in the Bay.

College Credit Earned

Course Title: Zoology

Name of College: Community College of Rhode Island

Date Of Course: Spring 2000

Grade Received: A

Student's portfolio contains evidence of work referenced above.

Authorized Signature _____ Title _____ Date ____/____/____

WE DO NOT RANK OUR STUDENTS
Total Number in Class: 44
PLEASE READ SCHOOL PROFILE

Standardized Test Scores

ACT April 2000 Composite 24

Put Student Work Here



Glossary of Terms Used at Big Picture Schools

Advisor

Groups of students are lead by a teacher who is referred to as the advisor. The advisor is the facilitator of each student's Learning Plan and LTI. Every advisor is a certified high school teacher. The advisor has primary responsibility for each student's progress in his or her advisory but also teams with other advisors.

Advisor Narrative

Each quarter, the advisor develops a written document for each student in his or her advisory. This document assesses and reflects on the student's work and makes recommendations for the following quarter.

Advisory

Each student is part of an advisory group. This is the student's "home base" at the school. Each advisory is comprised of approximately 12–16 students. This group stays together with the same advisor for 2–4 years.

Big Picture Learning Goals

The five general Learning Goals provide a framework for thinking about project depth and student learning. Expectations of Big Picture school graduates are focused around these five main areas: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities. Each area has detailed reasoning abilities associated with it. The Learning Goals are the guideposts for all real world project work conducted by students.

Exhibition

Big Picture schools schedule exhibitions of work on a quarterly basis. Each exhibition within a school year has requirements based on the student's grade level and the status of the individual student's project work. It is through this exhibition of work that the student demonstrates his or her accountability for all facets of the Learning Plan. Exhibitions are presented to a panel of parents, students, advisors, mentor and others who provide specific feedback.



Intern

A student from a Big Picture school who has an LTI in the community.

Journal

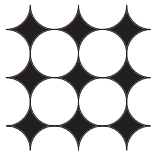
The documentation of learning that each student does regularly to record thoughts, feelings, observations and plans around their education.



Learning Plan

Each student has a personalized curriculum that is described in his or her Learning Plan. This incorporates the student's interests and passions and connects them, through project work, to the Learning Goals. The student and advisor develop the Learning Plan in conjunction with the parent or guardian and, the student's mentor. The Plan is updated on a regular basis.

Learning Plan									
Student: Tom Johnson		Grade: 100		Quarter: Fourth		Date: April 1, 2001			
Topic/Work	Learning Goals	Communication	Empirical Reasoning	Quantitative Reasoning	Social Reasoning	Personal Qualities	Project Work	Advisor	Mentor
Chang's Work
...
...
...
...
...
...
...
...



Learning Plan Meeting

This is a meeting of the student, advisor, parent and mentor to discuss the Learning Plan. Each party contributes to the student's personalized plan. As students progress through their years at a Big Picture school, they become more and more responsible for running these meetings and documenting the outcomes, which are incorporated into the updated Learning Plan.

Learning Plan Work

This is the detail of the Learning Plan that the student agrees to carry out. The work is presented at regularly scheduled exhibitions.

Learning Plan Team

This group is made up of the student, advisor, parent/guardian and mentor. The team works together to plan and assess the student's learning.

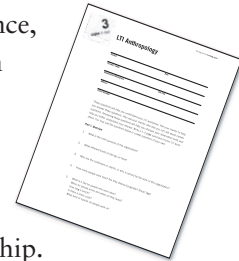


LTI — Learning Through Internship

Based on the Big Picture philosophy, each student learns through pursuing his or her own interests and passions. By establishing an intern/mentor relationship with an adult in the community who has the same interest or passion and who works in that area, the student has the opportunity to build skills and knowledge that are relevant and real. The student's advisor assists the intern and mentor in developing project work and supports that work back at school.

LTI Anthropology

In the first few weeks of a student's LTI experience, he or she conducts an investigation into the site that provides background and understanding of the context of the internship.



The anthropology is conducted under the supervision of the mentor around such topics as how the organization is structured, how decisions are made, how people are expected to behave, and how people's work is evaluated.

LTI Project

The authentic project a student does at the LTI site, including the product and associated research, investigation and reflection on the project. This work should be of value to the internship site and directly connect to the student's Learning Plan.

Mentor

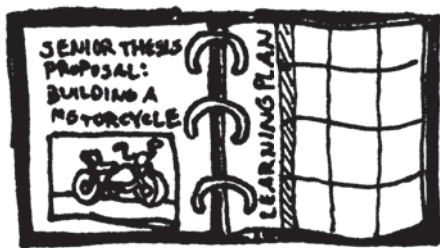
The adult guide at the workplace who becomes a part of the student's Learning Plan team.

Mentor Assessment

At the end of each LTI, mentors are asked to assess the intern's LTI experience and performance. The mentor, advisor and student review the completed form together, which helps the student better understand their work and prepare for his or her next LTI. Excerpts may be used in the advisor's narrative.

Personalized Education

The Big Picture philosophy of educating each student one at a time around their interests and passions.



Portfolio

Each student keeps documentation of his or her work. It may be organized in a portfolio box, a portfolio binder, and digitally. Student's use the work in their portfolio as evidence of their learning growth.

Shadow Day

In the search for the appropriate LTI site and mentor, Big Picture students take part in one or more shadow days, which are one-day experiences at a site of interest to the student. The student follows a potential mentor in the regular course of his or her work.



Personal Narrative

Each quarter, the student assesses and reflects on the work, the goals that were established and accomplished, and the next stage of work. These written narratives are combined with the advisor's narrative, which is provided for the parents and maintained in the student's records.

Supercalendar

The calendar the student uses to organize plans and activities and to keep track of important dates and deadlines.



Parent – Student School Agreement

form

When you enroll at a Big Picture school, you are agreeing to a partnership with the school. This partnership means that we are all making a commitment to work together in the best interests of the student.

As a parent/guardian, I agree to:

- Attend all four of my student's exhibitions each year
- Attend two to four Learning Plan meetings for my child each year
- Attend at least one whole school community function (open house, family skills and talent fair, etc.) plus the end of the year celebration each year
- Keep in regular communication with my student's advisor
- Help with and monitor my student's work at home each day
- Make sure my student gets to school on time each day
- Provide at least ten hours of community service to the school each year (volunteering during the day, serving on the family engagement committee, chaperoning trips, etc.)
- Report any changes in address or phone number immediately to the school office

As a student, I agree to:

- Be at school on time each day
- Do my work at school each day
- Do my work at home each day
- Respect my classmates and teachers
- Work with a mentor each year as an intern
- Write in my journal three times a week

- Develop a Learning Plan with my Learning Plan team each quarter
- Exhibit my learning each quarter before a panel

As a school, we agree to:

- Respect each student
- Hold high expectations for each student
- Keep in communication with the family about the student's work
- Develop individualized Learning Plans, write a minimum of four narratives each year for each student, and assist them in the college application/life-planning process
- Help every student exhibit his/her work publicly at least four times per year

We work with students in different ways. Please note:

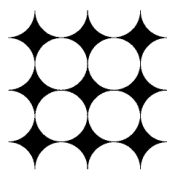
- There are no formal year-long courses such as English, math, science, social studies etc.
- Each student's learning is built around his/her internships and , not around subjects.
- There are no grades given (A,B,C,D or F), but a detailed narrative on the student's performance is written each quarter.
- When textbooks are used it is in the context of the student's project and interests, or in a college class.

Parent/Guardian:

Student:

School Staff Member:

Date



Governance

Online Permissions (FERPA)

Big Picture Schools open their doors so that others can see the learning that is going on—and can contribute to it. We believe that by sharing our work, and receiving feedback, we get better. In the spirit of openness, the work of staff and students at Big Picture Schools is much more visible than in most other schools. For example, at exhibition time, student work is viewed by peers, parents, and mentors, as well as members of the school staff and community members.

Because much of our work will be accessible online, we have the opportunity to share work readily within the school and beyond the schoolhouse walls. By agreeing to this framework each year, you are providing parental consent for your student's work and other materials to be shared in the way and with the people explained below.

Student homepage:

- Written by student and advisor.
- May be viewed by student him/herself, own parents, mentor, and advisors and principals in Big Picture Schools.

Student calendar:

- Written by student and advisor.
- May be viewed by student him/herself, own parents, mentor, and advisors and principals in Big Picture Schools.

Student learning plan:

- Written by family and advisor.
- May be viewed by student him/herself, own parents, mentor—and parents, advisors and principals in Big Picture Schools.

Working portfolio:

- Electronic location for student work-in-progress and drafts to be stored prior to submission to the portfolio.

Showcase portfolio:

- Work that has been assessed is submitted by the student.
- May be commented upon by own parents, mentor, and advisors and principals in Big Picture Schools.

Governance

Online Permissions (FERPA) *(continued)*

Samples from any of the above:

- From time to time, the school or Big Picture School Network will request permission to publish samples of student work for the general public. Students and their parents will be asked to sign a letter granting permission for publishing specific documents.

Federal law* requires that students and their parent/guardian sign a letter of understanding about disclosure of documents each year. By clicking on the “Yes” box below, you are agreeing to the framework for viewing one another’s work. If you do not agree to the framework, the school principal will work with you 1:1 to formulate an individual plan for modified access by third parties. The school will save these files electronically for one year.

Please note that a student over 18 is the legally authorized party to sign this agreement. In the case of a student over 18, by signing this agreement the student is authorizing access as described here for family and others.

☐ Yes, I accept the framework as described above.

☐ No, I do not accept the framework.

Parent / Guardian

Student’s Name (printed)

Date

*FERPA: Family Educational Rights and Privacy Act

Delaware MET Diversity Statement
Developed: October 2011

In a recent report by the National Coalition on School Diversity, it is argued that the Elementary and Secondary Education Act should add an incentive for diversity in federally funded charter schools. It is believed that the reauthorization of this act should not contribute to the increasing socio-economic and racial isolation that currently exists, but rather support a movement towards more culturally, racially and economically diverse environments for student learning (Issue 2, March 2010).

In an educational landscape that is obsessed with standardized testing and seemingly defines the best schools by the highest average scores, it is no wonder that even parents often look only at demographic statistics, rather than truly understanding the benefits and strengths that exist in many diverse schools across the country. In line with the belief of creating more diverse schools, The Delaware MET holds as a core philosophy that children who are placed in diverse learning environments will flourish at greater levels and be more prepared to enter society as culturally literate and knowledgeable beings. The Delaware educational landscape and more specifically Wilmington, currently does not provide this diversity for its students. In schools across the city there is a clear delineation between what is offered to schools populated with low-income, minority students and those populated by their more resourced peers.

While the core tenant of the charter school movement was to provide choice and innovation for public school parents, over the last twenty years, charter schools, across the country have also participated in a process of de facto re-segregation. Eric Grannis, Founder of The Tapestry Project, which promotes the integration of charter schools states, “Maybe we would serve minority students better if, instead of creating good schools for minorities to make up for the bad schools minorities have had for so long, we just created good schools for everyone” (NY Daily News, May 29, 2011). Schools such as Community Roots and Brooklyn Prospect have embraced the diversity that exists within their NY communities serving a population of students that is 30% White and 70% Minority. The Delaware MET board believes that Wilmington has the opportunity to embrace the city’s diversity as well and believe that The Delaware MET can serve as this example.

Although there is currently not legislation that allows for preferences that identify percentages of minority, non-white, low-income, non-low income or that allows for multiple lotteries to achieve these priorities, The Delaware MET will seek to achieve this diversity through strategic recruitment, and placement of the school. To achieve the diversity that we believe will be beneficial to all students we would hope to see student enrollment representative of the following percentages:

60%	Minority
40%	Non-Minority
65%	Low income
35%	Non-Low Income

CERTIFICATE OF INCORPORATION
OF
THE DELAWARE MET INC.

FIRST: The name of this corporation is The Delaware MET Inc.

SECOND: The registered office of the corporation in the State of Delaware is to be located at 100 West Tenth Street, Suite 403, Wilmington, New Castle County, Delaware 19801, and the registered agent at such address shall be Danette O'Connell.

THIRD: This corporation is organized exclusively for religious, charitable, scientific, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law.

FOURTH: In furtherance of its exempt purposes and not in limitation of those general powers conferred on corporations by the laws of the State of Delaware, it is hereby expressly provided that this corporation shall also have the power and right to preserve, purchase, acquire, take or fold in fee or otherwise the title to any and every kind of property (real, personal, or mixed), wherever situated, that may be either purchased by this corporation or granted, bequeathed, or devised to it for the exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, for which it is incorporated, without any limitation to the value of such property (either real, personal or mixed) so acquired; and this corporation further shall have the power and right, if for an exempt purpose within the meaning of Section 501(c)(3) of the code, or the corresponding provision of any subsequent law, to grant, bargain, deal in, sell lease, mortgage, exchange, transfer, lien, or in any other manner whatever dispose of property (real, personal, or mixed) or of any interest in property (real, personal, or mixed), within or without the State of Delaware, of which it may become seized and possessed; and this corporation shall further have the power and right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent law, to enter into, make, and perform contracts of every kind and description and do any or all of the things herein set forth as fully and to the same extent as natural persons might or could do; and the corporation further has the power and right, if for any exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to carry on any business in connection therewith that is not forbidden by the laws of the State of Delaware.

FIFTH: This corporation shall be a membership corporation without authority to issue capital stock, nor organized for profit, and no part of the net earnings, if any, of this corporation shall inure to the benefit of any member, member of the Board of Directors, officer,

or any other private individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD. The conditions of and procedure for membership in this corporation shall be such as may be stated from time to time in the Bylaws of the corporation. The corporation shall have no members other than the Board of Directors.

SIXTH: (A) The business and affairs of this corporation shall be governed and managed by the Board of Directors in such manner as the Bylaws of this corporation shall provide.

(B) In furtherance and not in limitation of the powers conferred by the laws of the State of Delaware, the Board of Directors of this corporation is expressly authorized and empowered, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to authorize and cause to be executed notes, bonds, mortgages, contracts, and liens upon or with respect to any property (real, personal, or mixed) or this corporation. This corporation may, by its Bylaws, confer such additional powers upon the Board of Directors, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, and as the laws of the State of Delaware may permit.

(C) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or the corresponding provision of any subsequent law.

(D) No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Code, or under the corresponding provision of any subsequent law), and the corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.

(E) In the event that the Internal Revenue Service ever determines that the corporation is a private foundation within the meaning of Section 509(a) of the Code, or a corresponding provision of any subsequent law, the following provisions shall apply while the corporation is such a private foundation:

(1) The corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code, or the corresponding provision of any subsequent law.

(2) The corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code, or the corresponding provision of any subsequent law.

(3) The corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or the corresponding provision of any subsequent law.

(4) The corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code, or the corresponding provision of any subsequent law.

(5) The corporation shall not make any taxable expenditures as defined in Section 4945 (d) of the Code, or the corresponding provision of any subsequent law.

SEVENTH: The name and mailing address of the sole incorporator is

Jennifer R. Fitzgerald
ATA Corporate Services, LLC
222 Delaware Avenue, Suite 1200
Wilmington, DE 19801

EIGHTH: The duration of this corporation's existence shall be perpetual.

NINTH: In liquidation, dissolution, or receivership or other termination of the existence of this corporation, either voluntary or involuntary, or by operation of law, the Board of Directors of this corporation shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of the total net assets of the corporation to any nonprofit entity organized for exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to the federal government, to a state, or to a local government for a public purpose. In the event that any such assets are not so disposed, a court of competent jurisdiction of the county in which the principal office of the corporation is then located shall dispose of such assets to such organization or organizations which are organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law.

TENTH: The offices of this corporation shall be provided by the Bylaws of the corporation.

ELEVENTH: This corporation reserves the right, if for an exempt purpose within the meaning of Section 501(c)(3) of the Code, or the corresponding provision of any subsequent law, to amend, alter, change, or repeal any provision contained in this Certificate of Incorporation in the manner now or hereafter prescribed by law, and all rights conferred on the Board of Directors, officers, or members hereof are granted subject to this reservation, provided that any such amendment or other change is ratified by a majority of the members of the corporation.

TWELFTH: This private property of the incorporator, members, members of the Board of Directors, and officers of this corporation shall not be subject to the payment of corporate debts to any extent whatever.

THIRTEENTH: As to any act or omission occurring after this provision becomes effective, a director of this corporation shall have no personal liability to the corporation or its members for the monetary damages for breach of fiduciary duty as a director, provided that this provision shall not eliminate the liability of a director (i) for any breach of the director's duty of loyalty to the corporation or its members, (ii) for acts or omissions not in good faith or that involve intentional misconduct or a knowing violation of law, (iii) under Section 174 of the Delaware General Corporation Law (the "DGCL") or (iv) for any transaction from which the director derived an improper personal benefit.

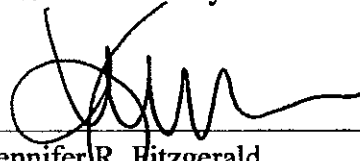
FOURTEENTH: The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceedings, where civil, criminal, administrative or investigate (other than an action by or in the right of the Corporation) by reason of the fact that he or she 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 corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding, if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonably cause to believe his or her conduct was unlawful. This indemnification shall be to the fullest extent authorized or permitted under the DGCL or other applicable law, and shall be subject to the limitations, restrictions, and conditions for indemnification set forth in the DGCL.

The indemnification provided by this section shall not be deemed exclusive of any other rights to which any person seeking indemnification may be entitled under any bylaws, agreement, statute, court decision or otherwise, nor or hereafter in effect, both as to action in his or her official capacity, and as to action in another capacity which holding such office, and shall continue to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Expenses incurred in defending a civil or criminal action, suit, or proceeding described in this section may be paid by the Corporation in advance of the final disposition of the action, suit, or proceeding as authorized by the Board of Directors on receipt of an undertaking by or on behalf of the Director, an officer, an employee, or an agent to repay the amount unless it is ultimately determined that the party is entitled to be indemnified by the Corporation as authorized in this section.

FIFTEENTH: The Board of Directors shall have the power to make, adopt, alter, amend, and repeal the Bylaws of this corporation, including, without limitation, the power to fix, from time to time, the number of directors that shall constitute the whole board of directors of this corporation.

THE UNDERSIGNED, being the sole incorporator, for the purpose of forming a corporation pursuant to the General Corporation Law of the State of Delaware, does make and file this Certificate of Incorporation, hereby declaring and certifying that the facts stated herein are true and accordingly hereunto ha set my hand and seal this 22nd day of November, 2011.

 (Seal)
Jennifer R. Fitzgerald
Incorporator

BY LAWS
OF
The Delaware MET
UNANIMOUSLY ADOPTED November 22, 2011

ARTICLE I
CORPORATION

Section 1.1 Corporate Name. The name of the corporation shall be the ("The Delaware MET"), a Delaware non-stock, non-profit corporation.

Section 1.2 Principal Office. The principal office of the corporation shall be located in Wilmington, Delaware. The School may have such other offices, either within or without the City of Wilmington, as the Board of Directors may determine or as the affairs of The Delaware MET may require from time to time.

ARTICLE II
CORPORATE PURPOSE

Section 2.1 Purposes. The purposes of The Delaware MET are to operate exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue Code of 1986, as it may be amended from time to time, or any corresponding provision of any future Internal Revenue Code (the "Code"), including but not limited to:

The Delaware Met ignites the passions of high school students through the discovery and development of their unique interests. We empower students to develop self-confidence and create their own success through a personalized learning environment and purposeful internships of their choice. With the support of advisors and community partners, students graduate as confident and capable young adults, prepared to make their mark on the world.

ARTICLE III
CORPORATE POWERS

Section 3.1 The Delaware MET shall have the power to take any action permitted by the Delaware General Corporation Law (the "DGCL"), the Certificate of Incorporation, Section 501(c)(3) of the Code and these Bylaws, as they may be amended from time to time.

Section 3.2 All of the assets and the earnings of The Delaware MET shall be used exclusively for scientific, educational or charitable purposes within the meaning of Section 501(c)(3) of Code, as set forth above, in the course of which operation:

(a) No part of the net earnings of The Delaware MET shall inure to the benefit of, or be distributable to, its members, directors, officers, or any interested persons, except that The Delaware MET shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein;

(b) No substantial part of the activities of The Delaware MET shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and The Delaware MET 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 except as authorized under the Code;

(c) Notwithstanding any other provisions contained herein, The Delaware MET shall carry on only those other activities permitted to be carried on by a corporation exempt from tax under Section 501(c)(3) of the Code; and

(d) In furtherance of the stated goals, objectives and purposes of The Delaware MET, the School shall not base any decision, determine the course of conduct or discriminate in any way on the basis of age, race, gender, religion, or political affiliations or beliefs, provided that The Delaware MET may conduct school classes for children of certain specified ages only.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1 General Powers. The business and affairs of The Delaware MET shall be managed by the Board of Directors (the "Board"). The focus of the Board shall be to, among other things, adopt policies that govern the implementation of the organization's purposes and mission through approved programs and services, ensuring the availability of adequate resources for that purpose. This role is separate and distinct from the role of the school principal (the "Principal"), who determines the means of implementation. In addition to the powers and authority expressly granted by these Bylaws, the Board may exercise all powers of the organization and do all acts that are not prohibited by applicable law, by the Certificate of Incorporation or by these Bylaws.

Section 4.2 Membership. The Board shall consist of at least one (1) person who is a parent or guardian of a The Delaware MET student and at least one person who is a teacher at The Delaware MET. The President of the Parent Teacher Organization of The Delaware MET shall be an *ex officio*, voting member of the Board and shall count against the limit of members provided in Section 4.3, provided that if the President of the Parent Teacher Organization is an employee of The Delaware MET, then such member of that organization who is not an employee of The Delaware MET and who is appointed by that organization shall serve instead of the President so long as the President remains an employee of The Delaware MET. The Principal shall be a non-voting member of the Board and shall not count against the limit of members provided in Section 4.3. Should a person who is an 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 Delaware MET as it relates to matters between The Delaware MET and the State of Delaware and that individual is hereby prohibited from lobbying, advocating, influencing or furthering the mission and goals of The Delaware MET or otherwise representing The Delaware MET before any agency or department of the State of Delaware.

Section 4.3 Number and Election. The Board shall consist of such number of directors (each a “Director” and collectively “Directors”), at least seven (7) but not more than thirteen (13), as may be determined from time to time by resolution of the Board to ensure appropriate oversight of the organization's activities.

To reach the requisite number of Directors as determined by resolution of the Board, Directors may be elected to the Board upon nomination by the Nominating Committee (appointed pursuant to Section 5.3 hereof) and approval by the vote of a majority of the Directors present at a meeting called for such purpose and at which a Quorum is present.

Section 4.4 Term of Office. Directors shall serve a term of two (2) years. 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 qualified. If possible, terms shall be staggered so that approximately one-third (1/3) of the Board shall stand for nomination and election each year. Directors shall be limited to two consecutive terms of three years, plus any partial initial term that any such director might serve. Notwithstanding the foregoing, the term of the member serving *ex officio* pursuant to the second sentence of Section 4.2 shall be coterminous with the period of time that person holds such office.

Section 4.5 Resignation. A Director may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any such resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 4.6 Vacancies. Vacancies on the Board may be filled by the remaining Directors at their discretion. A Director elected under this paragraph shall hold office for the remainder of the term of the Director who resigned that was vacated and shall sit until a successor has been elected and qualified.

Section 4.7 Annual Meeting of the Board. The annual organizational meeting of the Board for, among other purposes, the election of officers, shall be held each year on the fourth Wednesday of October, unless another date is adopted by a majority of the Board.

Section 4.8 Regular Meetings. Regular meetings of the Board of Directors may be held at such time and at such place as shall from time to time be designated by the Directors. If such designation is by standing resolution of the Board, no notice other than such resolution shall be required. If such designation is by resolution or consensus adopted at a duly convened meeting of the Board with respect to the next meeting of the Board, further notice need be given only to those Directors not present at such duly convened

meeting, in person or by electronic transmission, at least two days prior to such next meeting. In all other cases, notice shall be give to all Directors in person, or by electronic transmission, at least two days prior to any regular meeting.

Section 4.9 Special Meetings. Special meetings of the Board of Directors may be called by the President on twenty-four hours' notice to each Director, given either personally or by electronic transmission; special meetings shall be called by the President or the Secretary in like manner and on like notice on the written request of two Directors.

Section 4.10 Notice of Meetings. Notice of all Board meetings, except as herein otherwise provided, shall be delivered, mailed or sent electronically to each Director's residence or usual place of business at least five days before the meeting. Such notice may be waived by a Director. Each such notice shall state the general business to be transacted, the day, time and place of such a meeting, and, in the case of a special meeting, by whose request it was called.

Section 4.11 Quorum. A simple majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. A Director may be considered present if attending any meeting of the Board of Directors by way of speaker telephone. If less than a majority of the Directors are present at a meeting, a majority of those Directors who are present may adjourn the meeting from time to time without notice (other than by announcement at the meeting, until a quorum shall be present.

Section 4.12 Voting. At all meetings of the Board at which a quorum is present, except as otherwise provided by law or by these Bylaws, all matters shall be decided by the majority of Directors present at the meeting.

Section 4.13 Organization. The Chairperson of the Board shall preside at all meetings of the Board and shall have such powers and duties not inconsistent with these Bylaws, as they may be amended from time to time by the Board. The Chairperson of the Board shall be elected each year by the Board at its annual meeting. The Board shall elect a Vice Chairperson who shall possess the powers and discharge the duties of the Chairperson in the latter's absence or disability, and have such powers and duties not inconsistent with these Bylaws, as may be amended from time to time by the Board.

Section 4.14 Action by Unanimous Consent. Any action required by law to be taken at a meeting of Directors or any action which may be taken at a meeting of Directors, may be taken without a meeting if consent is given in writing, setting forth the action so taken, by all of the Directors.

Section 4.15 Manner of Acting. Any act of the majority of Directors present at any meeting at which there is a quorum shall be an act of the Board of Directors, unless the act of a greater number is required by the Certificate of Incorporation, the DGCL, or these Bylaws, as may be amended from time to time.

Section 4.16 Removal of a Director. Any Director may be removed by a majority vote of the Directors at a duly constituted meeting whenever a Board member fails to fulfill

his/her duties or if in the judgment of the Board the best interests of the School are served.

Section 4.17 Advisory Board. The Board may appoint an Advisory Board. The Advisory Board shall consist of that number of individuals (determined by the Board from time to time) whose experience, knowledge and expertise make their participation and guidance valuable to the Board's consideration.

Section 4.18 Members of the Corporation. The Directors of the Corporation shall also be its Members. All actions by the Board shall also be considered actions by its Members.

ARTICLE V

OFFICERS

Section 5.1 Titles and Qualifications. The officers of The Delaware MET shall be a Chairperson, a Vice Chairperson, a Secretary, a Treasurer, and such other officers as the Board may from time to time designate. No two offices may be held by the same person.

Section 5.2 Election and Term of Office. The officers of The Delaware MET shall be elected each year by the Board at its regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as possible. New officers may be created and filled at any meeting of the Board after notice has been given to other Directors.

Each officer shall hold office until his/her successor shall have been duly elected and qualified; or until his/her death, resignation or removal in the matter hereinafter provided. Election of an officer shall not of itself create contract rights.

Section 5.3 Nominating Committee. Not less than one (1) month prior to the annual meeting of the Board, the Chairperson shall appoint, with the approval of the Board, a Nominating Committee which shall consist of not less than three Directors. The Nominating Committee shall nominate at least one candidate for each office to be filled on the Board.

Section 5.4 Resignation. Any officer may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 5.5 Removal. Any officer elected by the Board may be removed by a majority vote of the Directors present at a duly constituted meeting whenever, in their judgment, the best interests of The Delaware MET would be served thereby.

Section 5.6 Vacancies. Any vacancy in an office shall be filled for the unexpired portion of the term by the Board.

Section 5.7 Chairperson. The Chairperson of the Board shall:

- (a) serve as the chief volunteer officer of The Delaware MET and shall consult with the Principal in achieving The Delaware MET's mission;
- (b) provide leadership to the Board in policy-making matters;
- (c) chair meetings of the Board or make arrangements for the Vice-Chairperson to do so;
- (d) appoint chairpersons of committees and serve *ex officio* as a member of committees and attends their meetings when possible;
- (e) help guide and mediate Board actions with respect to organizational priorities and governance concerns; monitor financial planning and financial reports; communicate with the Principal and review with the Principal any issues of concern to the Board;
- (f) play a leading role in fund raising activities;
- (g) formally evaluate performance of the Principal and, informally, evaluate the effectiveness of Board members;
- (h) evaluate the performance of the organization in achieving its mission and make an annual report thereof to the Board; and
- (i) perform other responsibilities as assigned by the Board.

Section 5.8 Vice Chairperson. The Vice Chairperson shall act under the direction of the Chairperson and in their absence or disability and shall perform the duties and exercise the powers of the Chairperson. The Vice Chairman shall perform such other duties and have such other powers as the Chairperson or the Board may from time to time prescribe.

Section 5.9 Treasurer. The Treasurer shall have charge and custody of all funds of the corporation. The Treasurer shall adopt established generally accepted reasonable accounting and fiscal procedures necessary to assure fiscal stability of the corporation and maintain or cause to have maintained an accurate accounting system and shall present financial reports to the Board in such manner and form as the Board may from time to time determine. The Treasurer shall have the primary oversight responsibility to monitor all financial transactions of the corporation and to ensure an annual financial audit by certified accountants. The Treasurer will work with appropriate Board members to designate Audit and Finance Committees to maximize Board involvement in the area of financial oversight while avoiding duplication of tasks. The Treasurer shall also recommend to the Board bonding or other appropriate forms of insurance for staff and volunteers who handle monies for the corporation.

Section 5.10 Secretary. The Secretary or duly designated individual shall keep or cause to be kept, the minutes of all meetings of the Board and shall have charge and custody of the Seal and records of the Board and The Delaware MET.

ARTICLE VI

COMMITTEES

Section 6.1 Executive Committee.

(a) The Board may, by resolution adopted by a majority of the Board, appoint from among its members an Executive Committee which shall serve at the pleasure of the Board and shall be subject to the control and direction of the Board. The Executive Committee shall consist of the Officers and the Chairperson(s) of one or more standing committees.

(b) The Executive Committee shall have the authority to act on behalf of The Delaware MET only to the extent such authority is provided in a resolution or in resolutions of the Board. Notwithstanding the foregoing, the Executive Committee shall not have the authority of the Board in reference to i) amending the Certificate of Incorporation; ii) amending, altering or repealing the Bylaws or adopting new bylaws; iii) filling vacancies in or removing members of the Board or of any committee appointed by the Board; iv) adopting a plan of merger or adopting a plan of consolidation with another corporation; v) authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation; vi) authorizing the voluntary dissolution of The Delaware MET or revoking proceedings therefor; vii) adopting a plan for the distribution of the assets of The Delaware MET; or viii) amending, altering or repealing any resolution of the Board.

(c) The designation and appointment of any such Committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed on them by law.

(d) The Executive Committee shall report its activities at each Board meeting.

Section 6.2 Other Committees. The Board from time to time may establish other committees which shall have such duties and which shall consist of such a number of Directors as the Board may determine. Members of such committees shall be appointed by the Chairperson. Committee members shall not be required to be Directors of The Delaware MET.

Section 6.3 Term of Office. Each member of any committee established pursuant to these Bylaws shall serve until a successor is appointed, unless the committee shall be abolished, or until such member resigns. Any such committee may be abolished or any member removed, with or without cause, at any time by the Board.

Section 6.4 Vacancies. Vacancies on committees may be filled by the Chairperson.

Section 6.5 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6.6 Rules. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

Section 6.7 Committees. The Board may organize and authorize anybody to act as a Committee under its authority and discretion for any chartered purpose in order to accomplish a specified task required, or necessary, in the sole discretion of the Board of Directors. The Committee shall operate in any manner permissible under the laws of the State of Delaware, the Certificate of Incorporation and these Bylaws.

ARTICLE VII

COMPENSATION AND CONTRACTS WITH DIRECTORS AND OFFICERS

Section 7.1 Compensation Of Directors and Officers. Directors of The Delaware MET shall serve as such without salary, but the Board may authorize payment by The Delaware MET of reasonable expenses incurred by the Directors in the performance of their duties. Except as provided in this section, no Director of The Delaware MET shall receive, directly or indirectly, any salary, compensation or gift from The Delaware MET.

Section 7.2 Contracts with Directors and Officers. No Director or Officer of The Delaware MET shall be interested, directly or indirectly, in any contract relating to the operations conducted by it, nor in any contract for furnishing services or supplies to it, unless:

(a) Such contract shall be authorized by an absolute majority of Directors present and voting at a meeting at which the presence of such Director is not necessary for such authorizations; and

(b) The facts and nature of such interest shall have been fully disclosed or shown to the members of the Board present at the meeting at which such contract is so authorized.

ARTICLE VIII

INDEMNIFICATION

Section 8.1 Directors, Officers and Committee Members. The Delaware MET shall indemnify any Director, Officer or Committee member acting on behalf of The Delaware MET, in their official capacity or as member of any Committee, who serves at the request or subject to the discretion of the Board of Directors to the fullest extent permitted by law but only to the extent that indemnification does not result in the imposition of tax under

Section 4958 of the Code. No member of the Board of Directors shall be personally liable to The Delaware MET or to its members for monetary damages for breach of fiduciary duty as a Director or member, except 1) for any breach of the Director's duty of loyalty to the Corporation or its members, 2) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or 3) for any transaction from which the Director derived an improper personal benefit.

Section 8.2. Advancement of Expenses. If expenses are incurred by a director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, such expenses shall be paid by The Delaware MET in advance of the final disposition of such action, suit or proceeding in the specific case upon receipt of an undertaking by or in behalf of the Director, officer, employee or agent to repay such amount unless it ultimately shall be determined that such person is entitled to be indemnified by The Delaware MET as authorized in the Article.

Section 8.3. Insurance. The Delaware MET may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of The Delaware MET or is or was serving at the request of The Delaware MET as a director, member, manager, partner, officer, employee or agent of any partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred by such person in any capacity, or arising out of such person's status as such.

Section 8.4. No Retroactive Application. No amendment to these bylaws shall operate retroactively to diminish or eliminate any right to indemnification or advancement of expenses.

ARTICLE IX AMENDMENTS TO BYLAWS

Except as set forth in the DGCL, these Bylaws may be adopted, amended or repealed by the vote of a majority of Board members at a duly convened meeting of the Board at which a quorum is present and pursuant to written notice to the Board members of that purpose.

ARTICLE X DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution or liquidation of The Delaware MET, the Board of Directors, after paying all or making provision for all liabilities of The Delaware MET shall transfer all the property and assets, of any nature, of The Delaware MET to such organization or organizations selected by a majority of the Board that are organized and operated exclusively for such educational or charitable purposes as shall at that time qualify as exempt from taxation under Section 501(c)(3) of the Code.

Any such property or assets not so disposed of in accordance with the aforementioned procedures shall be disposed of by a Court of competent jurisdiction in the County in which the principal office has been located, to such organization or organizations as such Court shall determine, which are organized and operated for such purposes as stated above.

ARTICLE XI

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 12.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of The Delaware MET, in addition to the officers so authorized by these Corporate Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of The Delaware MET and such authority may be general or expressly limited to specific instances.

Section 12.2 Checks. Drafts. Except for those normally executed in the regular course of business, all checks, drafts or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of The Delaware MET, shall be signed by such officer or officers, agent or agents of The Delaware MET and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board, such instruments shall be signed by the Principal, Chairperson and countersigned by the Chairperson or Treasurer or Secretary of The Delaware MET.

Section 12.3 Deposits. All funds of The Delaware MET shall be deposited from time to time to the credit of The Delaware MET in such banks, trust companies or other depositories as the Board of Directors may select.

Section 12.4 Gifts. The Board may accept on behalf of The Delaware MET any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. Members of the Board may not accept gifts made personally to them as a result of or by virtue of their membership on the Board.

ARTICLE XII

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board and Committees having any of the authority of the Board, and shall keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of The Delaware MET may be inspected by any Member or Director or such Member's or Director's agent or attorney for any proper purpose at any reasonable time.

ARTICLE XIII

FISCAL YEAR

The fiscal year of The Delaware MET shall be the calendar year, beginning on July 1st and end on June 30.

ARTICLE XIV

SEAL

The corporate seal shall have inscribed thereon the name of The Delaware MET and the words "Corporate Seal, Delaware".

ARTICLE XVI

WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the DGCL or under the provisions of the Certificate of Incorporation or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

DANETTE L. O'CONNELL, MBA

Biography

Danette O'Connell is President and Senior Business Consultant of Triumph International Business Consulting which has aided businesses in identifying opportunities and growth strategies both domestically and internationally. Through her entrepreneur out-of-the-box thinking, and sound knowledge of domestic and international business, Ms. O'Connell is helping companies reach their full growth potential in a variety of international markets.



Starting with her own business and helping other companies, Ms. O'Connell has over 20 years of a proven track record in positioning organizations through dynamic start-up, turnaround, merger and acquisition and accelerated growth periods. She is proficient in strategic planning, competitive and market analysis, global positioning and international customer relations. Ms. O'Connell has gained the reputation of having a creative vision to generate additional unforeseen revenue along generating meticulous financial projections.

Ms. O'Connell holds an MBA in International Business, a Bachelor's in Business Administration and an Associate's in Computer Management. She holds certificates in Writing High-Impact Business Plans, Sales Expert Training, Protecting Intellectual Property on the World Wide Web, and Enhancing Your Service Trademark.

Her volunteer time supporting the non-profit efforts has been noticed by several organizations by occupying a seat on their advisory boards. She has helped students critique business, marketing and strategic plans. In addition, she formerly occupied a seat on screening panels for investment firms to evaluate start-up companies looking for investment money.

DANETTE L. O'CONNELL

521 Governor House Circle, Wilmington, DE 19809

Mobile (412) 400-0887

doconnell@triumphbc.com

LinkedIn: <http://www.linkedin.com/in/triumphbusinessconsulting>

INTERNATIONAL BUSINESS CONSULTANT

World class business woman offering 20 years of business experience is looking for a Global Market Research, International Customer Relations or Strategic Planning position that would allow my proven track record of my creative out-of-the-box entrepreneurial thinking to grow future businesses. I'm an expert at building long-term relationships and trust with customers. Willing to travel 90% of the time nationally or internationally.

VALUE OFFERED

- Strategic Planning
- Budgeting and Forecasting
- Global Market Intelligence
- Business SWOT Analysis
- Business Development
- Competitive Analysis
- Statistical Research
- Global Positioning
- Project Management

CONSULTATIVE PROJECTS

- Analytics: exceptional at analyzing data for measurable results.
- Strategic Plan: Determining current status, short and long-term goals and best approach to achieve future goals
- International Positioning: Provide company and product positioning to expand globally

CAREER PROGRESSION

Sr. Business Consultant

Triumph International Business Consulting, LLC, Bethel Park, PA

2004 - present

Consulting company dedicated to helping companies expand to new domestic and international markets

Helping companies increase revenue and production along with reducing cost. Specializing in customers who would like to expand their business globally to new markets or countries.

- Provide market intelligence and competitive analysis to Identify national and international markets to expand businesses
- Create strategic plans to reach company goals and a creative vision to generate additional unforeseen revenue to increase revenues.
- Build relationships with global distributors to provide entry point to each country.
- Assist in the Logistics for importing and exporting
- Manage projects to complete on time and on budget
- Company SWOT Analysis is identifying the internal and external factors to maximize the potential of the strengths and opportunities while minimizing the impact of the weaknesses and threats.
- Performing key performance indicators (KPI's) to ensure customer satisfaction
- Provide culture training or become their liaison between country and company

CEO and Director of Business Development

Grok Technology, Inc., Pittsburgh, PA

2001 – 2004

Wi-Fi Service Company

Built a company from start to selling \$2 million in wireless contracts throughout the United States to the Department of Transportation and Turnpike Authorities, along with a Partner Program throughout the United States to build wireless networks at remote sites.

- Successfully raised two rounds of funding totaling \$400K from private investors.
- Managed multiple projects throughout the United States.
- Built a wireless network that reached several states throughout the US.
- Increased sales 60% in 2003
- Implemented a disaster recovery plan to transmit the data wirelessly off-site to a secure location.
- Built a Network Operation Center (NOC) to monitor and manage all offsite locations throughout the United States.

Director of Information Technology & Operations Manager

EToll, Inc., Pittsburgh, PA

2000 – 2001

Provides turnkey e-commerce implementation for business to consumer operations

Managed IT staff and building operations while the company was expanding business by 30%. Created and built a new Customer Care Center (CCC) that supported thousands of end users globally.

- Built a Network Operation Center (NOC) to monitor and manage nine office locations internationally.
- Saved \$200K by recommending and implementing a new technology to increase productivity.
- Increased sales by 32% and customer satisfaction by 42% by retraining customer service staff.

Information Systems Manager

Crossgates, Inc. ~ 1997 to 2000

Property Management Company with 36 locations

- Saved the company \$28k a year in costs by planning and setting up an Information System department that centralized IT operations for 36 offices
- Created a Help Desk for the 36 office personnel which would save the company \$6k a year in Microsoft support fee
- Created a WAN connecting the office in Harrisburg, PA and the Corporate office in Pittsburgh to share resources to save money
- Negotiated connectivity contracts for 36 offices by combining these contracts which saved 34%
- Responsible for managing Compupart, a subsidiary of Crossgates

Computer/IT Management

Pittsburgh, PA

1993 - 1997

Successfully managed several projects in the information technology industry. Patented a software package that measures man-hours per square foot for the manufacturing of solar panels.

ACADEMIC ACHIEVEMENTS

- MBA, International Business, Point Park University
- Bachelor Degree, Business Administration, Point Park University
- Associates Degree, Computer Information Management, Computer Tech, International Academy of Design and Technology (IADT)

ACADEMIC EXPERIENCE

- Taught International Marketing classes at Robert Morris University
- Chatham University had invited me to teach a class on how to write a successful Business Plan
- Educated Non-profits how to successfully use LinkedIn
- Sat on an advisory board at International Academy of Design and Technology (IADT) for academic class design

PROFESSIONAL BOARD MEMBER AND PLANNING COMMITTEES

- I-hour, <http://www.triumphinternationalbc.com/i-hour.html>, Co-founder
- Global Pittsburgh, www.globalpittsburgh.org, Planning Committee Member
- Pittsburgh Human Resources Association (PHRA), www.pittsburghhra.org, Board Member and Committee Chair for the 2009 Annual Conference
- Family Business Celebration 250, www.fbrpgh.org, Planning Committee Member
- Entrepreneurial Thursday Show, www.entrepreneurialthursdays.com, Board Member and Production Assistant
- eLifelines, www.elifelines.org, Board Member and Event Coordinator
- BlueTree Allied Angels, www.bluetreealliedangels.com, Investment Evaluator
- Small Business Development Center (SBDC), Global Business Program, www.pasbdc.org, Program Partner

TECHNICAL PROFICIENCIES

MS Word, Excel, Power Point, Outlook, Project, FrontPage, SharePoint, Salesforce.com, QuickBooks, Photoshop, Illustrator, FTP software, SQL, LAN's & WAN's and built several websites.

Rebecca Van Pelt

2509 Belford Drive ♦ Wilmington, DE 19808 ♦ 302-753-7055 ♦ bekyace22@hotmail.com

SUMMARY

An accomplished office and program manager with 20 years experience with increasing responsibilities over time. I am a dedicated, loyal and customer-service driven leader with an enthusiastic attitude, and enjoy working with companies and individuals that share my passion for superior quality and high standards at all levels.

EXPERIENCE

CMI Solar Electric, Inc.

October 2010 – Present

Office Manager

- Build and oversee annual budget of \$5MM+
- Develop and coordinate strategic plan
- Manage Renewable Energy Credit program and partner relationship for over 250 customer accounts
- Develop operational processes and procedures for all aspects of the business including supply chain and financial operations
- Prepare and track all commercial electrical and solar bids
- Manage recruitment of electricians and other staff
- Assist President and Director of Marketing as needed for special projects

Innovative Schools

January 2008 – August 2010

Program Specialist

- Develop programs for charter schools which contribute to their student achievement targets and performance agreement with their authorizer
- Increased revenues from prior year through development of new pricing model and quality program offering
- Oversee 20+ consultants and deliverables to ensure quality
- Develop and monitor client proposals and contracts to ensure deliverables are being met
- Manage \$5.2M Loan Guaranty Fund Program supporting charter school facilities financing
- Provide outstanding customer service and response to inquiries, brainstorm with clients to determine programs to suit their needs
- Manage and train administrative assistant
- Provide input into strategic planning as related to school services

Office Manager

- Develop and oversee annual operating budget of +\$650,000
- Prepare monthly and quarterly financial reports for executive staff and Board of Directors
- Administer all aspects of the human resources function including benefits administration, payroll and 401(k) administration for Innovative Schools and several non-profit clients
- Develop policies and procedures for internal day-to-day operations
- Prepare and monitor consultant and client contracts
- Manage \$5.2M Loan Guaranty Fund Program supporting charter school facilities financing
- Contribute to strategic planning, program development and marketing and communications
- Process accounts payable and receivable via QuickBooks accounting software
- Maintain all office technology including light server maintenance and new user set up, software installations, etc.

Rodel Foundation of Delaware

June 2002 –December 2007

Operations Manager

- Developed and managed annual operating budget of \$1.5 million dollars
- Prepared monthly financial reports for executive staff and Board of Directors
- Technology specialist
- Maintained all technology for the Foundation
- Managed local information technology company to provide excellent customer service and 100% connectivity
- Led a six month project to fit out new office from interior design to office furniture
- Developed policies and procedures for internal day-to-day operations (e.g., performance assessment, maternity leave, telecommuting)
- Recruited and trained new administrative hires
- Implemented orientation process for all new hires which included a historical overview of how the company began to current mission presentation as well as policies and benefits overview

Assistant to CEO

- Managed day-to-day operations including technology support, finance liaison and human resources coordinator
- Coordinated statewide Schools of Dreams® Family Education Fair for 1,000+ attendees, obtained trademark for Schools of Dreams®
- Arranged statewide meetings with stakeholders
- Maintained CEO calendar which included scheduling complex meetings and coordinated travel arrangements
- Implemented accounts payable procedures
- Negotiated hotel contracts for out of state meetings

Rodel, Inc.

November 1996 –June 2002

Assistant to CEO

- Maintained calendar, scheduled high level meetings
- Planned and coordinated all aspects of domestic and international travel
- Led team of 10+ administrative assistant staff
- Coordinated national quarterly company meetings with 500+ attendees
- Recruited and managed front desk staff

EDUCATION

Wesley College – Bachelor's Degree, Business Administration

Delaware Technical and Community College – Associate's Degree, Marketing

COMPUTER SKILLS

- Proficient in all Microsoft Suite applications (Word, Excel, PowerPoint and Access)
- Proficient in QuickBooks accounting software and payroll
- Working knowledge of Delaware state accounting systems
- Working knowledge of Microsoft Exchange Server and Active Directory

COMMUNITY INVOLVEMENT

- **Former Finance Committee Member**, Charter School of Wilmington (2010)
- **Former Board Member**, Delaware Association for the Education of Young Children
- **Volunteer**, Big Brothers/Big Sisters of Delaware (1996 – 2001)

Adriane Anderson-Strange

22 Flint Hill Drive
Newark, DE 19702

Phone: 302-220-00040
astranjee@aol.com

Professional Summary

Full-time employee with Amtrak for 25 years. I am a Parent Advocate who believes that partnerships with Teachers, Students and Parents are the key to Student Achievement.

Education and Credentials

Delaware State Parent Advisory Council	Christina School District	Sept 2008 - Present
Council Member		2008 - 2009
Executive Board Member - Recording Secretary		2009 - 2011
Strategic Planning Working Group		2010 - 2012

Delaware Community of Practice 2011	Sheraton, Dover DE	March 31, 2011
Transition Conference, "Shared Work, Shared Vision"		
Presenter - "YES WE CAN" - Partnering with Parents in the Transition Process		

Christina School District Plan for Excellence Strategic Planning Process	2010 - 2013
Parent/Community Member	

Parent Information Center of DE - "Parents as Agents for Change"		
From A Wish to a Bill - Workshop	Easter Seals, New Castle DE	March 05, 2011
Creating a Win-Win - Workshop	"	April 02, 2011
Harnessing the Power of Many - Workshop	"	April 16, 2011
Meaningful Progress in Special Education	"	April 28, 2011
Mc Andrews Law Offices, P.C. - Workshop		

Innovative Schools - Model School Tour	Providence, RI	Nov 2 - Nov 4, 2010
"The MET School"		

Parent Information Center of DE - "Advanced Advocacy Academy"		
The IEP: Well Beyond the Basics - Workshop	Wilmington University New Castle, DE	Sept 25, 2010 & Oct 09, 2010
The IEP: Transition Planning - Workshop	"	Oct 23, 2010 & Nov 6, 2010

Parent Information Center of DE	Woodlawn Library	August 10, 2010
Help with Education - Workshop	Wilmington, DE	
Section 504		

Delaware Parent Leadership Institute	Christiana Hilton	August - October 2009
Class of 2009 Graduate, Rodel Foundation of DE		

National Coalition of ESEA Title I Parents Wilmington, DE **March 26 - 28, 2009**
Region III 35th Annual Parent Training Conference

Parents Are Our Partners - Workshop - Presenter: Quibila Divine
 The IEP & U, No Parent Left Behind - Workshop - Presenter: Bruce L. Orr
 Giving Back: It's A Family Affair - Workshop - Presenter: Barbara Thomas
 Advocacy 101 - Workshop - Presenters: Shonna Hillard & Lisa Bryant (PIC)

DOE Focus Monitoring Wilmington, DE **January 27 & 28, 2009**
Bancroft Elementary - Parent Focus Group

Christina School District 3rd Annual Wilmington, DE **October 25, 2008**
Title I Parent Conference, "Parents + Students + Teachers + Dreams = Success"

Consolidated Grant Proposal - Workshop - Presenter: Margaret Crosby
 from a Parents Perspective
 What is Title I? - Workshop - Presenter: Andy Hedgedus, Louise Henry

Wilma Boyd Career Schools, Inc. Pittsburgh, PA **June - October 1983**
 Travel Industry Training
 Certificate

Wicomico Sr. High School Salisbury, MD **September 1979 - June 1983**
 Academic and Business
 Diploma

Additional Involvement/Special Events

#	New Tech School Showcase,	Seaford DE	May 16, 2011
#	Access to the General Education Curriculum Committee	Dover, DE	May 03, 2011
#	Disability Day at Legislative Hall	Dover, DE	April 06, 2011
#	Innovative School Model Showcase	Christiana Hilton, Newark DE	August 17, 2010
#	An Evening with Jonathan Mooney	Dover, DE	April, 2010
#	Gallaher Elem. Parent Focus Group (Cambridge Educ. Corp Review Team)	Newark, DE	February 19, 2010
#	Title I Audit Meeting	Christina District Office	December 14, 2009
#	The DDOE & the PIC of DE present Parent & Community Involvement in Delaware's Public Schools - Presenter: Secretary of Education, Dr. Lillian Lowery	Dover, DE	December 12, 2009

Volunteer/Community Involvement

#	Junior Achievement Biztown Volunteer	Wilmington, DE	May 24, 2011
#	YMCA Healthy Kids Campaign Volunteer	Newark, DE	February - May, 2011
#	Community of Many Hats (PIC)	Wilmington, DE	May 14, 2011
#	Senator Chris Coons Campaign Volunteer	Newark, DE	Sept. - Nov. 2010
#	Congressman John Carney Campaign	Newark, DE	Sept. - Nov. 2010
#	Women for Beau Biden	Wilmington, DE	Sept. - Nov. 2010
#	Steering Committee Member		
#	Gallaher Elementary PTA Member	Newark, DE	Sept. 2007 – Present

BRANDON ERRISON BAILEY

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C E L L : 3 0 2 . 9 8 3 . 6 3 4 0 • E R R I S O N 4 @ C O M C A S T . N E T

SUMMARY

Proven Financial Sales Consultant with extensive experience concentrated in investment and business solution sales, specifically: high net worth clients, territory development, strategic business planning and investment solution recommendations. Strong sales and marketing experience implementing growth tactics to enhance client's financial business profiles. Designed and facilitated investment products/presentation for client acquisition.

EXPERIENCE

SEI Investments, Oaks, PA

Southeast Region: Senior Investment and Business Solution Sales Consultant

- Successfully managed 190+ Advisor relationships via internal/external support representing \$400MM in assets resulting in \$40MM+ in gross receipts.
- Reengaged 50+Advisors through education of business & investment solutions with the use of webinar software, prospecting first call appointments including both onsite/offsite visits.
- Performed in depth case analysis on investment portfolios and proposal support for end investors via Morningstar Principia in conjunction with CFA for investment accounts ranging from \$500,000 to \$15MM in assets.
- Instructed Advisors in business, marketing, and strategic development to establish a brand image within their community which lead to business growth and client acquisition resulting in enhanced financial business profiles for 50+ reengaged advisors.
- Spearheaded multi-touch marketing campaigns to allow advisors to penetrate new areas of their existing client base, allowing for more repeat business, and utilizing untapped resources for new and existing prospects.
- Successfully mentored other account executives through career progression process resulted in promotions based on their individual achievements.
- Participated in the development of multilevel career path to aide in the professional development of sale support staff and account executives.

2008-2009

SEI Investments, Oaks, PA

Eastern Region: Investment and Business Solution Sales Consultant

- Managed 300+ Advisor relationships via internal/external support representing \$500MM in AUM.
- Successfully profiled 60+Advisors using self-developed client prospect process and identified key rainmakers within eastern region, resulting in territory growth including \$30MM in gross receipts.
- Communicated regularly with middle office trust company representatives, operations analysts, and technical support to resolve accounts specific transactional conflicts that increased client/customer satisfaction.
- Selected to test, implement, and educate sales team network on new webinar/consultive record keeping functionality tools. The effective communication of this tool resulted in enhanced turnaround time when conducting webinar and client presentations.
- Participated in recruitment committee for Bucknell University team responsible for 8 new hires. The recruitment committee was responsible for attending career fair events, conducting panel discussions, facilitating informational presentations, and interviewing perspective candidates.

2007-2008

SEI Investments, Oaks, PA

Northeast Region: Business Development and Business Solution Sales Consultant

- Managed 200+ Advisor relationships via internal/external support representing \$250MM in AUM.
- Worked directly with Sales Team Market Leader/VP of Sales on special business unite projects to increase efficiency.
- Created and constructed presentation material used to close new business advisors and client prospects.
- Underwent rigorous comprehensive investment training including major education of all investment assets class, economic

2006-2007

trends, and extensive product knowledge.	
Federal Reserve Bank of Philadelphia, Philadelphia, PA <i>Summer Intern</i> <ul style="list-style-type: none"> Coordinated preparation of annual budget for Supervision Regulation and Credit department which included both the Safety and Soundness and Compliance Divisions. Featured in the Federal Reserve monthly circular as accomplished summer intern under the guidance of the Federal Reserve Bank Junior Vice President. Identified trends and differences by performing analyses of various activities conducted by bank examiners on a daily basis to streamline job functions. Maintained and analyzed databases to monitor examination time, travel expenses, salary, and tuition costs. Aided in the development of departmental management succession plan to transfer industry knowledge to incoming junior examiners along with progressive developmental career track. Attended and participated in loan fraud training modules used to educate bank examiners involving in depth scrutinization of bank and loan record financial statements. 	2005
MBNA Bank of America, Newark, DE <i>Account Specialist</i> <ul style="list-style-type: none"> Served as an Outbound/Inbound Account Representative soliciting credit and bank service solutions to targeted affiliation groups including National Education Association and premier cardholders. Successfully accomplished monthly sales quota and seen as consistent top performer reaching above 90th percentile. Marketed bank services, programs and special offerings via the telephone including cross selling functionality and successfully navigated through corporate office gatekeepers. Assisted customers requiring various account details and coached other account specialists in the affective positioning of bank products. 	2003
EDUCATION & PROFESSIONAL DEVELOPMENT	
Bucknell University, Lewisburg, PA, 2006 <ul style="list-style-type: none"> College of Sciences, Business Administration B.S. Business Management with minor in Economics Technical Skills <ul style="list-style-type: none"> Microsoft Office/Tools including: Word, Excel, PowerPoint, Outlook, MapPoint, Adobe software functions, CRM Tools: Goldmine, Financial Applications: Mornings Star Suite and Analytics Pak, Expense Tools: Concor and Necho Professional Development <ul style="list-style-type: none"> CFP prep modules, Advanced investment training modules, Sales Personality Identification Training and Coaching, Career Learning Network (Series of Professionalism Workshop for select employees), Presentation Skills Training, Priority Time Management Training 	2002-2006
AFFILIATIONS	
Bucknell University Varsity Football Athlete, Four Year Letterman <ul style="list-style-type: none"> Earned Academic All-Conference Honors which granted athletic achievement and special selection for Honorable Mention Fraternity All-American Academic status. 	2002-2006
Bucknell University National Society for Black Engineers, Member <ul style="list-style-type: none"> Attended weekly meetings and assisted with organization and promotion of all activities on campus. 	2003-2006
Bucknell University Multicultural Council of Presidents, Member <ul style="list-style-type: none"> Served as a liaison for Kappa Alpha Psi Fraternity and assisted with cultural, social, and educational programming. 	2003-2006
Kappa Alpha Psi Fraternity Inc. <ul style="list-style-type: none"> Vice President of Xi Kappa Chapter, facilitated chapter meetings, planned and scheduled community service events. 	2003-2006

Charles W. Baldwin
1108 McKennan Church Road
Wilmington, Delaware 19808
Tel. (home) 302 995-2053; (cell) 302 766-2224
Email: cbcbaldwin18@gmail.com

Objective: To provide leadership and expertise as a School District Superintendent / University Prof. / Education Consultant in all phases of school / district development to include : administrative professional training, curriculum design, community relations, , facility construction and design, discipline procedures, fiscal oversight / budget responsibilities, and student life programs in an organization with VISION for 21st century education.

Career History: Command Master Chief Petty Officer with 24 years of Military decorated service as:

Command Master Chief of the Nuclear Aircraft Carrier Eisenhower (CVN 69).

Command Master Chief Naval Base Philadelphia.

Community Relations Officer and Italian interpreter for US Navy in La Maddalena, Italy.

Command Master Chief Navy Recruiting District Chicago

1992 Selected as one of four finalists for the Master Chief Petty Officer of the Navy appointment.

Viet Nam and Persian Gulf veteran.

Career History: Naval Science Instructor, High School and Middle

Civilian School Principal, CEO Military Charter school

1993-1994 Est. Delaware's 1st Navy Junior Reserve Officer Training Unit (NJROTC) at Seaford HS, Seaford, DE., serving as Naval Science Instructor.

1994-1999 Est. Delaware's 2nd NJROTC program at Christiana HS in Wilmington DE., Naval Science Instructor billet.

2000-2002 Principal, George V. Kirk Middle School, Christina School District, Wilmington, Delaware.

2002-2009 Founder, CEO, Commandant / Principal of the Delaware Military Academy Charter HS, Delaware's 3rd NJROTC Program.

2011-present, President, The Charter School of Wilmington

Management :

Served as Human Resource Management Specialist / Community Relations Officer at an overseas US Navy nuclear repair facility.

Director Navy Processing Command for the second largest District in the United States

Direct liaison to Commander Naval Base Philadelphia PA. for human resources, including all aspects of employee development for 23,000 military / civilian personnel.

Command Master Chief USS Dwight D. Eisenhower CVN 69, responsible for morale, training, and discipline for over 3200 military personnel.

Principal: George V. Kirk Middle School (1100 students) for three years.

Founder: CEO, Commandant / Principal of Delaware Military Academy (525 students) for 7 years.

President: The Charter School of Wilmington

Teaching and Curriculum Development:

Designed and delivered 2 week Ital. Language course for 1000 military personnel

Prepared and conducted 50, 1 week inter cultural relations courses for military members and their families assigned overseas

Designed and delivered 2 hour seminars on Officer and Enlisted Relationships at George Washington and Penn State Universities.

Assisted annually (1997 to present) with the instruction of the 1 week Naval Orientation Course for new NJROTC instructors for the US Navy.

Developed a 2 day Leadership and Management course for over 3000 doctors and nurses in support of "OPERATION DESERT STORM "

Served as a Delaware Licensed Naval Science Instructor from 1993-1999, evaluated under DPAS.

Served as a Delaware Licensed Middle /Secondary School Principal from July 1999 to present.

Designed curriculum for the Delaware Military Academy receiving full accreditation under Middle States process.

Education: Navy Training Schools

Navy Senior Enlisted Academy (18 college credits in leadership)

Human Resource Management Training Specialist

Navy Recruiting Orientation/ Chief Recruiter School

Recruit Company Commander School

Corrections Officer Training School

Alcohol and Drug Counselor Certification School

Survival, Escape, Rescue, and Evasion Training

Formal Civilian Education:

University of the State of New York, Albany, NY, A.S., Nov. 89

University of the State of New York, Albany, NY, B.S., Jun. 94

Wilmington College, Wilmington, DE, MED, Jun. 97

Awards:

Meritorious Service Medal (2 awards) Presidential award for personnel management excellence.

Navy Commendation Medal (4 awards) (Secretary of Defense awards)

Navy Achievement Medal (Secretary of Navy awards)

Good Conduct Medal (6 awards)

Combat Action Ribbon / numerous Campaign medals and ribbons

Distinguished Leadership Award (2 awards)

1997-1998 Christina School District Citizenship Award

1998-1999 Christiana High School Teacher of the Year award.

Recipient of the Governors Delaware Distinguished Service Medal

Tribute of the 111th US Congress and entered into the Congressional Record for service as the Commandant of the Delaware Military Academy

EXPERIENCE

Site Manager, Delaware Teaching Fellows – The New Teacher Project

Wilmington, DE (2011-Present)

- Launched a state-wide alternative route to certification program focused on the recruitment, selection, training and the evaluation of effective teachers
- Responsible for meeting measurable contract goals by utilizing long term planning and forecasting, collecting and analyzing data, and implementing quality controls
- Hired, manage, develop, and evaluate two full-time staff members and 10+ part time staff members
- Manage key client relationships including the Delaware Department of Education, local funders and partners, and district and school leaders across the state
- Ensure fiscal stability of the contract by managing the budget and projecting program maintenance costs

Campaign Director, Resource Development - United Way of Southeast Delaware County

Chester, PA (2008-2011)

- Advised the board on strategic planning, fundraising and grant-making decisions
- Managed, organized and directed the overall resource development strategy for a 1.2 million dollar annual campaign to fund education, financial stability and health programs
- Oversaw the application and fund-distribution of the Combined Federal Campaign (CFC) State Employee Combined Appeal (SECA) administration, fundraising and distribution process for Delaware County, PA.
- Built relationships with over 100 companies and senior level executives
- Created external communications and lead the project management process for special events

Program Assistant & Analyst, Program Investments - The Chicago Public Education Fund

Chicago, IL (2007-2008)

- Conducted due diligence on potential grantees that aligned with The Fund's human capital development strategy
- Managed a portfolio of grantees, including Teach for America, and ensured they achieved funding benchmarks by providing strategic and operational management assistance
- Reported on best practices to ensure The Fund's grant management process and funding decisions were relevant and had measurable outcomes
- Managed and streamlined the grant disbursement and management process
- Performed special projects to support the program investment team as needed

Program Manager, YES Program - The Enterprise Center

Philadelphia, PA (2005-2007)

- Managed three award-winning youth entrepreneurship programs and taught a pilot in-school program in the Philadelphia Public Schools
- Tracked program, student and instructor performance through multiple databases
- Developed and maintained internal and external relationships with the community, foundations, corporations and youth-centric agencies
- Created external communications that promoted the work and results of The Enterprise Center

Tamara C. Brown

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EDUCATION

Master of Public Administration (MPA), Non-Profit Management, Widener University (2012)
Graduate Certificate, Philanthropy, Policy and Non-Profit Management, Loyola University Chicago (2008)
Bachelor of Arts (BA), Urban Studies and Political Science, Temple University (2005)

SELECTED COMMUNITY LEADERSHIP

Member, Delta Outreach and Education Center (2008-present), Grant Review Panel, United Way Community Impact Grants (2008-present); Harrah's Scholarship Selection Committee (2009-2010); Member, Delaware Valley Grantmakers (2008-2010), Volunteer Proposal Reviewer, Chicago Foundation for Education (2007-2008); Member, New Grantmaker Network, Donors Forum (2007-2008); Social Change Leader Program, Philadelphia Cares (2007); Community Problem Solving Fellowship, CORO Center for Civic Leadership (2003)

COMPUTER SKILLS

Proficient: Microsoft Office Suite: Word, PowerPoint, Excel, Access, FrontPage, Publisher; WordPerfect, HTML, Internet Explorer, Raiser's Edge, Donation Tracker, Andar

Abigail S. Fischer

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afischer212@gmail.com

Education

University of Delaware, Newark, DE May 2009
College: Human Services, Education and Public Policy
Major: Elementary Teacher Education
(Concentration in Special Education and Social Studies)
Dean's List each semester GPA: 3.659

Employment

Colonial School District, New Castle, DE August 2009 – Present
Teacher: Regular and special education kindergarten teacher at Southern Elementary School. Teacher of a SAM (Single Approach to Mastery) classroom, which integrates students who are in regular and special education. Consistent contact with families, writing IEPs, collaborating with colleagues, participation in extra-time education, special education summer school, managing Community Days (a Race to the Top initiative), leading the Positive Behavior Support Committee
Innovative Schools, Wilmington, DE June 13-August 3, 2011
Intern: Assisted with feasibility studies for new charter schools. Collected relevant data on existing schools, established events for reaching out to community, organized participation in events, summarized new laws on charter schools.
North Shore Gymnastics, Elkton, MD 2007-2008
Gymnastics Instructor
Newton Public Schools, Newton, MA 2007-2009
Inclusion Aide at Centre Acres and Albemarle Acre Day Camp
Early Intervention Program, Waltham, MA Summers of 2005-2006
Teaching Assistant

Community Service

Read Aloud Delaware (June 16-August 4 2011)

- Organized library, established appropriate reading selections, categorized books.

Nicaragua (2004-2006)

- Co-founded a community service based trip of students and teachers from Newton North High School
- Collaborated with the Newton Sister-City Project and Habitat for Humanity

Big Brother, Big Sister (2004-2005)
Newark, Delaware Boys & Girls Club (2006)

Activities and Honors

Study Abroad to Ghana January 2009
Educational Research Studies February 2006 - March 2008
Alpha Lambda Delta Honor Society Member August 2006 - May 2008
Study Abroad to Greece July 2007
Captain of the NNHS Gymnastics Team December 2004 - February 2005

References available upon request.

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Middletown, DE 19709
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302-376-5041 (home)
302-983-1328 (cell)

Professional Profile

Administrative professional with 25 years experience in providing executive level support in diverse business environments. Combines excellent organizational, planning and communication skills with the ability to effectively arrange business meetings, special events, and travel. Trust-worthy assistant who is proactive, works well independently, and demonstrates the highest level of integrity under pressure.

Currently employed by AstraZeneca Pharmaceuticals as an Administrative Assistant to the Executive Director of Oncology Sales & Marketing. Prior to that, I worked for DuPont Medical Products for 11 years.

During my career I have had extensive training; Microsoft Outlook, Word, Excel and PowerPoint, AMA Admin Professional's Conference, Fundamentals of Finance and Budgets, Project Leadership, Methods of Embracing Change and Adopting a Success Perspective, Produce Results: Partner with Your Manager, as well as Conflict Management to name a few.

Personal

Served on PTA (President from '06 - '09)
Event Planner
Create graphics for invitations, business cards

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 Delaware Met 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

11-15-11
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.

Signatures of Agreement – 2011 - 2012

Rebecca N. Reed 11/17/11
SSCD Date

[Signature] 11/15/11
Superintendent – S.D./Charter Date

Curriculum Framework for Humanities/English 9

School: The Delaware MET Curricular Tool: Common Core Curriculum Maps¹ Grade or Course 9th

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
Unit One: How Well Do We Tell Stories? Timeline : 4 weeks			
<p>CC9-10RL1: 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>CC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC9-10W2: 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>CC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Upon entering high school, students arrive with varying degrees of preparation, and this unit enables students to develop a common understanding of important literary elements, as well as a shared vocabulary for discussing them. Each story may be used to focus especially on a particular element, such as “point of view” in “The Cask of Amontillado” by Edgar Allan Poe or “symbolism” in “The Scarlet Ibis” by James Hurst.</p>	<p>Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution) in stories read.</p> <p>Understand and explain why plots in short stories usually focus on a single event.</p> <p>Analyze how authors create the setting in a short story.</p> <p>Define the concept of theme and identify the theme(s) in stories read.</p> <p>Identify and explain characterization techniques in short stories.</p> <p>Identify and explain the use of figurative language in short stories.</p> <p>Analyze how authors create tone in short stories.</p> <p>Identify the point of view in a short story and analyze how point of view affects</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p>Suggested Summative Assessments:</p> <p>Essay: Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1, CC9-10W2)</p> <p>Discussion: Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative.</p>

¹ Elements of this map are taken from the *Common Core Curriculum Maps in English Language Arts*, available at www.commoncore.org, accessed November 28, 2011.

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
		<p>the reader's interpretation of the story.</p> <p>Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.</p>	<p>Essay: Select a short story and an artwork and write an essay in which you discuss the use of symbolism in each. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL4, CC9-10W2)</p> <p>Speech: Select a one minute passage from one of the short stories and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, which literary element is exemplifies and why. (CC9-10RL2, CC9-10SL6)</p>
SOCIAL STUDIES INTEGRATION: Regional Planning Unit ELA CONCEPT: Reading Informational Text Timeline: 3 weeks			
<p>CC9-10RI6: 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>CC9-10RI10: 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.</p> <p>C9-10W2: 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>Informational texts have specific structures and sequences.</p> <p>Good readers use a variety of strategies to help them understand what they read.</p>	<p>Which reading strategies are best used with informational texts?</p> <p>How will reading strategies help me understand what I read?</p> <p>Students will read and comprehend literary nonfiction and analyze how an author uses rhetoric, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u></p> <p>Social Studies Assessment: Presenting a problem</p> <p>ELA Assessment: Cause/Effect essay</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
			contextualized to a student selected local regional planning case study.
Unit Two: Is Honor Inherent or Bestowed? Timeline: 4 weeks			
<p>CC9-10RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC9-10RL3: 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>CC9-10RI3: 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>CC9-10W2: 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>CC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and Accuracy of each source.</p> <p>CC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>	<p>Students apply the knowledge of literary elements explored in unit one to a new literary form, the novel, and discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization are highlighted, with particular attention paid to the question of which characters in <i>To Kill A Mockingbird</i> may be called “honorable.” Paired informational texts illuminate the historical context of the Great Depression and the Jim Crow South.</p>	<p>Learn about the history of the novel as a literary form.</p> <p>Recognize the importance of historical context to the appreciation of setting and character.</p> <p>Identify and analyze major and minor characters.</p> <p>Analyze and explain characterization techniques.</p> <p>Understand that novels may more than one plot and explain the use of multiple plots in <i>To Kill A Mockingbird</i>.</p> <p>Recognize the importance of point of view in <i>To Kill A Mockingbird</i> and why it wouldn’t be the same story told from someone else’s point of view.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Essay: Select a quotation from one of the characters of <i>To Kill a Mockingbird</i> (or other novel, if applicable) and write an argument that explains what the quotation reveals about the theme of honor in the book. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1, CC9-10RL2, CC9-10RL3)</p> <p>Essay: Write an essay that compares primary source accounts of the “Scottsboro Boys” trial with Scout’s account of the trial in TKAM. Discuss how novels can reveal dimensions of history even though they are fictional. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL1,</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
			<p>CC9-10RI7, CC9-10W2)</p> <p>Essay: Select a documentary photograph from the Library of Congress’s website of Farm Security Administration-Office of War Information Collection (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys” trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RI7, CC9-10W2)</p> <p>Speech: Select a one-minute descriptive passage from <i>To Kill A Mockingbird</i> and recite it from memory. Include an introduction that states what the excerpt is, why the book is significant, how the passage exemplifies one of the book’s themes. (CC9-10RL2, CC9-10SL4)</p> <p>Oral Presentation: Describe whether the 1962 film version of <i>To Kill A Mockingbird</i> is faithful to the novel. Cite evidence for why or why not, explaining why you think the film’s director chose to omit or emphasize certain events. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL7)</p> <p>Oral Presentation: Present several photographs of small southern towns during the depression from Dorothea Lange’s or The Library of Congress’ collections and compare them the description of Maycomb in <i>To Kill A Mockingbird</i>. Say which rendering is more vivid to you and explain why. State your thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL4, CC9-10SL5)</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
SOCIAL STUDIES INTEGRATION: Dams – Humans Modify the Environment ELA CONCEPT: Author's Purpose Timeline: 3 weeks			
<p>CC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC9-10RI6: 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>Writers use a variety of structures and carefully chosen words to convey purpose.</p>	<p>How and why do writers make their ideas visible for readers?</p> <p>Students will determine an author's purpose, analyze how an author uses rhetoric, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u> Social Studies Assessment: Informative report</p> <p>ELA Assessment: Problem/solution Video documentary or essay assessed using rubric</p>
Unit Three: Poetry and Beauty Timeline: 4 weeks			
<p>CC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several 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>CC9-10RI.2: Determine a central idea of a text and</p>	<p>Having studied both the short story and the novel, students now consider why poetry is different than prose, and in particular they examine the power and expressive potential of imagery and other kinds of</p>	<p>Define and offer examples of various forms of poetry.</p> <p>Identify the form, rhyme scheme, and meter of poems studied.</p> <p>Define and explain poetic devices, such as alliteration,</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
<p>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>CC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC9-10SL5: 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>CC9-10L3: 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>figurative language. They are exposed to poetry from a variety of cultures, noting the ways in which the poetic form is universal. As a way of being introduced to literary criticism, students read several authors' reflections of poetry and discuss whether they agree or disagree with their critiques. Finally, the unit is an opportunity to introduce students to the idea of "form" in art, examining masterpieces of art and architecture that exhibit an excellent distillation of visual elements (e.g., line, color, space, tone, weight, etc.).</p>	<p>assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.</p> <p>Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.</p> <p>Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.</p> <p>Complete a literary research paper, citing at least three sources.</p>	<ul style="list-style-type: none"> • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Essay: Write an essay that compares and contrasts aspects of the use of a literary device in two different poems. Discuss at least three aspects. (CC9-10RL4, CC9-10W2)</p> <p>Essay: Choose a painting from among those you've viewed and compare it to one of the poems you've studied. Then choose one of the following poetic elements: mood, metaphor, symbol, or pattern. Write an essay in which you compare how the author and painter develop that element in each work. Cite at least three pieces of evidence for each work. (CC9-10RL7, CC9-10W2)</p> <p>Essay: View a reproduction of a Grecian Urn and write an essay in which you discuss the ways in which reading Keats's rendering of the urn is a different experience than viewing it. Discuss at least three differences. (CC9-10RL7, CC9-10W2)</p> <p>Research Paper: Select a poet and write a research paper in which you analyze the development of the writer's poetry in his/her lifetime using at least three poems and citing at least three secondary sources. (CC9-10RI1, CC9-10RI5, CC9-10RI6, CC9-10W2, CC9-10W7, CC9-10W8)</p> <p>Speech: Select a poem and recite it from memory. Include an introduction that states the</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
			<p>title author, and type of poem and how the poem exemplifies the stated type of poetry. (CC9-10SL6)</p> <p>Oral Presentation: Discuss whether you agree with Seamus Heaney when he credits poetry “because credit is due to it, in our time and in all time, for its truth to life, in every sense of that phrase.” Say why or why not and give examples from poems studied or other poems to illustrate your position. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RI4, CC9-10RI5, CC9-10RI6, CC9-10SL4, CC9-10SL6)</p>
SOCIAL STUDIES INTEGRATION: Project Citizen ELA CONCEPT: Persuasion and Argument Timeline: 3 weeks			
<p>CC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC9-10W2: 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>CC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC9-10RI5: 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>Persuasive techniques can be used to craft a presentation that will influence others and defend a position.</p>	<p>What strategies and techniques do writers use to persuade and influence others?</p> <p>How can I defend a position and effectively influence others?</p> <p>Students will present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u></p> <p>Social Studies Assessment: Create a marketing campaign</p> <p>ELA Assessment: Persuasive Speech assessed</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
			using a rubric
Unit Four: Are We Governed by Fate or Free Will? Timeline: 5 weeks			
<p>CC9-10RL3: 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>CC9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>CC9-10RI1: 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>CC9-10W2: 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>CC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Students read <i>Antigone</i> or <i>Oedipus the King</i>, learning about the classic Greek tragedy form. Students examine Aristotle's <i>Poetics</i> and his definitions of comedy and tragedy to deepen their understanding of tragedy. They read Shakespeare's <i>Romeo and Juliet</i> and compare and contrast the ways in which the plays treat the related theme of "fate versus free will." Building on the poetry unit, students will also consider Shakespeare's use of rhythm, punctuation, and imagery and the ways in which they help convey the motives, thoughts, and feelings of the characters. This unit will confirm students' shared understanding of the elements of drama, preparing them for the study of other dramatic works throughout high school.</p>	<p>Identify and explain the elements of drama in general and Greek drama in particular (see terminology).</p> <p>Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.</p> <p>Trace the development of major and minor characters and explain how characterization advances the plot or theme.</p> <p>Understand Aristotle's definitions of comedy and tragedy and explain how the other works studied exemplify the term "tragedy."</p> <p>Analyze the playwright's use of irony.</p> <p>Identify the poetic devices used in <i>Romeo and Juliet</i> and explain their effect.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Essay: Write an essay that compares and contrasts aspects of tragic illumination in the tragedies of <i>Romeo and Juliet</i> and <i>Antigone</i> (or <i>Oedipus the King</i>). State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL2, CC9-10RL3, CC9-10W2)</p> <p>Essay: Write an essay in which you discuss the extent to which one of the dramas studied adheres to Aristotle's definition of tragedy. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL2, CC9-10RL3, CC9-10W2)</p> <p>Speech: Select a one-minute passage from one play and recite it from memory. Include an introduction that states what the excerpt is, why</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
<p>CC9-10L6: 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>the passage is significant, and how the passage exemplifies one of the play's themes. (CC9-10RL2, CC9-10SL4, CC9-10SL6)</p> <p>Oral Presentation: Compare the rendering of Carravagio's <i>The Death of the Virgin</i> to Act V, scene iii of <i>Romeo and Juliet</i>. How do the artist and the playwright create dramatic effects? Describe and explain the significance of at least three examples. (CC9-10RL7)</p>
SOCIAL STUDIES INTEGRATION: RESPONSIBILITIES OF CITIZENSHIP ELA CONCEPT: RESEARCH Timeline: 4 weeks			
<p>CC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC9-10W7: 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>CC9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Gathering appropriate information is important to success in school and everyday life.</p>	<p>How do I find the right information?</p> <p>How do I gather original data?</p> <p>Students will conduct a short as research projects to answer a question or solve a problem, demonstrating understanding of the subject under investigation.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u></p> <p>Social Studies Assessment: Survey and Storyboard</p> <p>ELA Assessment: Manual or introductory guide to a topic assessed using a rubric</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
Unit Six: How is Reflecting Different from Remembering? The Memoir, The Essay, and The Speech Timeline: 5 weeks			
<p>CC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several 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>CC9-10RI3: 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>CC9-10RI9: 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>CC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>The unit allows students to recognize and appreciate the effective use of literary devices in nonfiction. Students are exposed to memoirs from various cultures and look for common techniques, such as the emphasis on a particularly significant event or time period in the author’s life. Selected art works that address similar goals, such as self-portraits, are examined to compare presentation. Students also consider the ways in which essays and speeches may exhibit the same reflective qualities, whereby the authors/orators engage readers/listeners to think carefully about literature, events, or ideas in a new way.</p>	<p>Identify and explain the characteristics of a memoir</p> <p>Distinguish between an autobiography and a memoir.</p> <p>Identify and explain the effect of stylistic devices used in memoirs.</p> <p>Identify and explain the characteristics of various types of essays (e.g., literary, narrative, etc.).</p> <p>Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors.</p> <p>Apply rhetorical strategies learned in this lesson to essay writing projects of their own.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Memoir: Write a memoir (after the style of one of those read—optional) recounting a specific person, place, experience, event, day, moment, work of art, or another specific thing and convey its significance to you. (CC9-10W3)</p> <p>Literary Criticism Essay: Write an essay in which you discuss how two literary texts studied illustrate Faulkner’s thesis in his 1949 Nobel Prize acceptance speech. State your thesis clearly and include at least three pieces of evidence to support it. (CC9-10RL2, CC9-10RI9, CC9-10W2)</p> <p>Speech: Select a one-minute passage from one of the speeches here and recite it from memory. Include an introduction that explains the occasion/context of the speech and its literary and historic significance (CC9-10SL6)</p>

Standards Alignment	Enduring Understandings	Essential Questions or Student Learning Targets	Assessments
			Oral Presentation: Discuss how one of the paintings studied exhibits characteristics of (self-) reflection and compare it to one of the memoirs read. State thesis clearly and include at least three pieces of evidence to support the thesis. (CC9-10RL7, CC9-10SL5)

Curriculum Framework for Humanities/English 10

School: The Delaware MET Curricular Tool: Common Core Curriculum Maps¹ Grade or Course 10th

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
Unit One: Latin and Central American Literature Timeline : 8 weeks			
<p>CC9-10RL1: 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>CC9-10RL4: 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>CC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CC9-10RI5: 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>CC9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Students consider religious, generational, and cultural conflicts, as well as the effects of modernization, political struggle, and other themes common to many literary works. Magical realism is found in this unit and may be compared to that found in the Russian unit (4). Students also recognize how not all literary works make explicit political or cultural statements and must be approached on their own terms. In order to enrich their understanding, students investigate the historical background for selected works, as well as read author biographies.</p>	<p>Explore the role of the magical and fantastic in Latin American literature.</p> <p>Explore narrative forms and techniques in Latin American literature.</p> <p>Analyze the role of time in Latin American narrative.</p> <p>Listen to and analyze Latin American poetry in the original and in translation.</p> <p>Explore the role of local and universal themes in Latin American literature.</p> <p>Consider the challenges of translation, including the different connotations that various cultures attach to given words.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create clear, original, specific thesis statements.</p> <p>Organize concrete evidence and</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> Seminar and Essay: How does magical realism in <i>The Short Stories of Eva Luna</i>, "The Secret Miracle," "The Garden of Forking Paths," <i>House of Spirits</i>, OR <i>Like Water for Chocolate</i> help the reader gain a deeper understanding of reality? How does magical realism reveal the author's true point of view? Write and essay in which you use at least three pieces of specific textual evidence to support an original thesis statement. (CC9-10RI5, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p>Seminar and Essay: Consider magical realism in</p>

¹ Elements of this map are taken from the *Common Core Curriculum Maps in English Language Arts*, available at www.commoncore.org, accessed November 28, 2011.

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<p>CC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC9-10W5: 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>CC9-10W10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>CC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC9-10L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>supporting textual details to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Analyze how literary devices produce meaning.</p>	<p><i>The Short Stories of Eva Luna</i>, “The Secret Miracle,” “The Garden of Forking Paths,” <i>House of Spirits</i>, OR <i>Like Water for Chocolate</i>. How is magical realism a metaphor? What is the relationship between the literal and the metaphoric? Does the reader need to suspend their notions of reality to accept the device of magical realism of the text? Defend your response using textual evidence to support an original thesis. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC9-10RI5, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p>Seminar and Essay: What does Marquez mean by “solitude” in his Nobel Prize acceptance speech “The Solitude of Latin America” and his novel <i>One Hundred Years of Solitude</i>? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After seminar, write an essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. (CC9-10RL4, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p>Seminar and Essay: (Note: This assessment is meant especially for bi-lingual students who have fluency or emerging fluency in both Spanish and English.) Read key passages of “The Secret Miracle” or “The Garden of Forking Paths” in English and Spanish. Consider issues of translated texts. What skills does a good translator need to have? What if anything is lost in translation between the texts? Write an essay in which you organize three to six pieces (i.e., ideally, at least three pieces from each text) of textual evidence to support an original thesis statement in an essay. (CC9-10RL4, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1)</p> <p>Seminar and Essay: How does love serve as a metaphor? Is there one common statement the texts in this unit all seem to be making about love? If so,</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
			<p>what is that statement? After discussion in seminar, write a well organized essay using six pieces of textual evidence to support an original thesis statement. (CC9-10RL4, CC9-10W2, CC9-10W4, CC9-10W9, CC9-10SL1, CC9-10SL4)</p> <p>Narrative: Write a five-page short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. (CC9-10W3)</p> <p>Speech: Choose a poem or a prose passage from this unit (three minutes maximum) and recite it from memory. Include an introduction that discusses who wrote the poem and when it was written (i.e., historical context); what makes it memorable or significant; and words and phrases that hold special meaning in context. (CC9-10RL2, CC9-10SL6, CC9-10L5)</p> <p>Oral Presentation: Prepare a ten-minute report on the life of a Latin American author, with pictures, maps, audio recordings, and any other applicable resources. (CC9-10RI1, CC9-10SL2, CC9-10SL5)</p>
Unit Two: Asian Literature Timeline: 8 weeks			
<p>CC9-10RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>Through reading the diverse selections in this unit, students consider the role of ancient philosophies, universal themes, Western influence, and historical change in these works. In addition, students listen to recordings of some of the poems in the original language, so that they may appreciate their sounds, structures, and rhythms.</p>	<p>Explore ancient and modern works of literature from Asian countries, particularly China, India, and Japan.</p> <p>Consider how Asian literature both draws on and questions cultural traditions.</p> <p>Consider how certain Asian authors integrate Western literary influences into their cultural contexts.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<p>CC9-10RI1: 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>CC9-10RI4: 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>CC9-10W7: 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>CC9-10W10: 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>CC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p>Compare two or more translations of a single poem.</p> <p>Write a close literary analysis of a work of poetry, fiction, or drama, considering language use and literary elements.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create a clear, original, specific thesis statement.</p> <p>Organize concrete evidence and supporting textual details to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Analyze how philosophy influences literature.</p> <p>Understand how literary devices convey theme.</p>	<ul style="list-style-type: none"> Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Analyze Akutagawa’s story “In a Bamboo Grove” and Kurosawa’s film <i>Rashomon</i>. How do the story and the film portray the characters’ psychological states? (Note: Kurosawa’s <i>Rashomon</i> is based on Akutagawa’s “In a Bamboo Grove,” not on his “Rashomon,” though a few details from the latter story appear in the film.) Write an essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL7, CC9-10SL1, CC9-10W2)</p> <p>Seminar and Essay: How does fiction writer Ryunosuke Akutagawa or playwright Tsao Yu integrate Western literary influences into his work? Use textual evidence from the literary and informational texts to support an original thesis. Write an essay using at least three pieces of textual evidence to support your thesis statement. (CC9-10RL6, CC9-10RL9, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: How are the novels from India <i>Midnight’s Children</i> and <i>Nectar in a Sieve</i> allegorical texts? What does the allegory reveal about the author’s point of view? Use evidence from reference texts <i>Trading Places: The East India Company and Asia, 1600–1834</i> and <i>The Scandal of Empire: India and the creation of Imperial Britain</i>. Write an essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. (SL.9-10.1, W.9-10.2, W.9-10.9)</p> <p>Seminar and Essay: Compare and contrast <i>Midnight’s Children</i> and <i>Nectar in a Sieve</i>. How do they differ in meaning? How are they similar in</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
			<p>meaning? Write an essay using at least two pieces of textual evidence from each text to support an original thesis statement. (CC9-10RL6, CC9-10RL9, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: What does Amal teach the other characters in Rabindranath Tagore’s <i>The Post Office</i>? Do these teachings reflect the values of Confucianism or Taoism? Write an essay using at least three pieces of textual evidence to support an original thesis. (CC9-10RL1, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: Does the poem “Spirit, Substance, Shadow” connect to the teachings of Lao Tzu or Confucius? What does the poem reveal about these two philosophies? Write an essay using at least three pieces of textual evidence from multiple sources to support an original thesis statement. (CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: How do the works you have read so far in this unit honor or rebel against cultural tradition? Write an essay that supports an original thesis statement, using at least three pieces of textual evidence to describe the cultural traditions. (The teacher may choose to focus on one or two texts.) (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: How do Benjamin Hoff’s allegories reveal Asian teachings? Do the allegories accurately illustrate these teachings? Write an essay that uses textual evidence to support an original thesis statement. Use evidence from more than one text. (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: (<i>This assignment is especially appropriate for bi-lingual students who understand both languages presented in the texts.</i>) Read James Merrill’s poem “Lost in Translation” and discuss it in the context of the works of Asian literature that</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
			<p>you have read in this unit. What skills does a good translator need? In translation, is meaning lost irrevocably to the reader? Write an essay that uses at least three pieces of textual evidence to support an original thesis. (CC9-10RL6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Essay: Write a close literary analysis of one of the poems in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any historical context necessary. Use at least three pieces of textual evidence to support your analysis in an essay. (CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Oral Presentation: (<i>This assignment is especially appropriate for bi-lingual students who understand both languages presented in the texts.</i>) Choose a recording of a poem from <i>Chinese Poems of the Tang and Sung Dynasties</i>, or find a different recording. Play the recording and explain the literary structure of the poem. Present two translations of the poem and compare the choices the translators have made. (CC9-10RL5)</p>
Unit Three: African and the Middle Eastern Literature Timeline: 8 weeks			
<p>CC9-10RL1: 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>CC9-10RL4: 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>Students consider the beauty and craftsmanship of the works, as well as the effects of the African and Middle Eastern colonial experience—and the subsequent challenges of the postcolonial era. They consider religious, generational, and cultural conflicts, effects of modernization, political struggle, and other themes common to many literary works. At the</p>	<p>Read a variety of literary works from Africa and the Middle East, particularly from the postcolonial period.</p> <p>Consider the challenges of translation, including the different connotations that various cultures attach to given words.</p> <p>Through analysis of literary works, explore the changing</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<p>CC9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CC9-10RI5: 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>CC9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC9-10W5: 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>CC9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC9-10SL6: Adapt speech to a variety of</p>	<p>same time, students recognize that not all literary works make explicit political or cultural statements and must be approached on their own terms. In order to enrich their understanding, students investigate the historical background for selected works, as well as author biographies.</p>	<p>social structures of Middle Eastern and African societies.</p> <p>Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.</p> <p>Trace the development of an idea or argument in a work of literary nonfiction.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create a clear, original, specific thesis statement.</p> <p>Organize concrete evidence and supporting textual details to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Analyze how literary devices convey theme.</p>	<ul style="list-style-type: none"> Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: What is satire? What is being satirized in <i>Ethics of the Aristocrats</i> or <i>King Baabu</i>? What is the author’s political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL4, CC9-10W2)</p> <p>Seminar and Essay: Agree or disagree: “Personal crisis coincides with cultural change.” (Teachers choose the work.) Discuss in seminar and then use at least three pieces of textual evidence to support an original thesis in an organized essay. (CC9-10RL6, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: Writers are meant to: “Describe a situation so truthfully that the reader can no longer evade it.” Choose an essay by Nadine Gordimer and explain what “truth” she develops in her essay. How does she develop that truth? Use at least three pieces of specific textual evidence from her essay to support an original thesis statement in an essay. (CC9-10RI5, CC9-10W2, CC9-10W4)</p> <p>Seminar and Essay: What is “chi” in its cultural context? Compare the use of “chi” (personal spirit) in <i>Things Fall Apart</i> and <i>The Joys of Motherhood</i>. After discussion, use two pieces of evidence from <i>each</i> text to support an original thesis statement that compares the two texts in an essay. (CC9-10RL1, CC9-10RL4, CC9-10W2, L5)</p> <p>Seminar and Essay: Agree or disagree: “It is possible to understand this piece of literature outside of its historical context.” (Teachers choose the work.) In an organized essay, use textual evidence</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<p>contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>CC9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC9-10L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			<p>from the work as well as from historical or reference works to support an original thesis statement. (CC9-10W1, CC9-10W2, CC9-10W5, CC9-10W6, CC9-10W7, CC9-10L6)</p> <p>Seminar and Essay: Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10W2, CC9-10SL4)</p> <p>Seminar and Essay: Agree or disagree: “Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another.” Use textual evidence to support your response. After seminar, write an organized essay using at least three pieces of textual evidence to support an original thesis statement. (CC9-10W2, CC9-10SL3)</p> <p>Creative Writing/performance: Write a narrative monologue from the point of view of one of the <i>secondary</i> characters in <i>Things Fall Apart</i> or <i>The Lion and the Jewel</i>. Perform the monologue for the class. (CC9-10W3, CC9-10SL6)</p> <p>Oral Presentation: Working with a partner, choose a work in this unit with a character facing a difficult choice. Write and perform two monologues, each one defending a particular option. (CC9-10W3, CC9-10SL6)</p> <p>Oral Presentation: Choose a poem that you have read on this unit and recite it from memory. Include an introduction that discusses who wrote the poem and when it was written (i.e., historical context); and how the form of the poem and its meaning are related. (CC9-10RL2, CC9-10SL4, CC9-10SL6)</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
SOCIAL STUDIES INTEGRATION: Economic Stability ELA CONCEPT: Research Timeline: 4 weeks			
<p>CC9-10RI1: 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>CC9-10RI5: 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>CC9-10W2: 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>CC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC9-10W5: 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>CC9-10W7: 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>CC9-10W8: Gather relevant information</p>	<p>Effective research includes strategies for gathering, organizing, selecting, evaluating, and presenting information.</p>	<p>What are the best strategies to use when researching information and writing a research paper?</p> <p>What is the best way to synthesize multiple sources of information to create an effective argument?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects. • Synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, and assessing the usefulness of each source. • Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u> Social Studies Assessments: Research presentation</p> <p>ELA Assessment: Research project assessed using a rubric</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<p>from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>CC9-10W10: 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>CC6SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC9-10L3: 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>CC9-10L6: Acquire and use accurately general academic and domain-specific</p>		<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
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.			
Unit Four: Russian Literature Timeline: 8 weeks			
<p>CC9-10RL3: 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>CC9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC9-10RI3: 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>CC9-10RI6: 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>CC9-10RI7: 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>In the first part of this unit, students read short works by Pushkin, Gogol, Tolstoy, or Chekhov to be introduced to shared themes and literary devices. The class should read no more than three short works in four weeks, in order to devote adequate attention to each. At the end of the unit, teachers choose a novel to read as a seminal text, or opt for the short absurdist vignettes of Daniil Kharms. The literary reading in this part of the unit should be paired with historical readings. By the end of the unit, students begin to understand Russian literature from both a literary and a historical standpoint and will have a foundation for further reading and study.</p>	<p>Read works of Russian literature both for their intrinsic qualities and for their relation to the historical context.</p> <p>Analyze the motives, qualities, and contradictions of a character in Russian literature (including the narrator).</p> <p>Describe the effect of the narrative structure, pacing, and tone in a work of Russian literature.</p> <p>Analyze the role of utopian ideology in select works of Russian literature.</p> <p>Consider the impact of the Bolshevik Revolution and Communist rule on twentieth-century Russian writers and literature.</p> <p>Offer insightful inferences regarding the themes of the text.</p> <p>Create a clear, original, specific thesis statement.</p> <p>Organize concrete evidence and/or supporting textual details</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: How reliable is the narrator in the short story "The Nose"? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL4, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: What is the comment being made by "The Overcoat" on the characteristics of communism? Is the story of "The Overcoat" ironic?</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
<p>CC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC9-10W2: 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>CC9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC9-10L3: 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>to support a thesis statement.</p> <p>Use precise language, avoiding casual language and clichés.</p> <p>Write appropriate transitions to organize paragraphs.</p> <p>Apply new terminology to the texts.</p> <p>Analyze how historical events influence literature.</p> <p>Analyze how literary devices help convey theme.</p>	<p>How is the story of Akaki an example of carnivalesque? How is it an example of paranormal? Use textual evidence from chapter one of <i>Nikolai Gogol</i> (Vladimir Nabokov) and the short story itself. Write an essay that uses at least three pieces of textual evidence to support an original thesis statement answering one of these questions. (CC9-10RL1, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: Explore the spiritual and emotional changes of Ivan Ilyich in Tolstoi's <i>The Death of Ivan Ilyich</i> or of Dr. Ragin in Chekhov's "Ward No. 6." How and why does the main character change throughout the story? Use textual evidence to support your claims in a seminar. Write an essay using three to six pieces of textual evidence to support an original thesis statement. (CC9-10RL1, CC9-10RL2, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: Why does Dostoevsky's "Underground Man" reject the idea of the Crystal Palace? Use textual evidence to support your response. Write an essay using at least three textual details to support an original thesis statement. (CC9-10SL1, CC9-10W2, CC9-10W9, CC9-10SL3, CC9-10L3)</p> <p>Seminar and Essay: Discuss "A Slap in the Face of Public Taste" before and after learning the historical context. How do historical references affect your interpretation of the document? Refer to the literary and informational texts to support your response. Write an essay using at least three textual details to support an original thesis. (CC9-10RI6, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Seminar and Essay: How does the Bolshevik Revolution help us understand Blok's poem "The Twelve" (or another work of early twentieth-century Russian literature)? Use evidence from informational texts, as well as the poem itself. Write an essay using at least three pieces of textual evidence to support an</p>

Standards Alignment	Unit Concept	Essential Questions Student Learning Targets	Assessments
			<p>original thesis. (CC9-10RL6, CC9-10RI3, CC9-10SL1, CC9-10W2, CC9-10W9)</p> <p>Oral Presentation: Conduct and present research on the life of one of the authors whose work you have read for this course. How have historical events affected the author's point of view? How does the author express his point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. (CC9-10SL4)</p> <p>Oral Presentation: Cite examples of narrative repetition or digression in one of the works you have read; comment on its significance in the story. (CC9-10RL5)</p> <p>Speech: Recite a favorite passage from one of the stories in this unit. Include an introduction that states from where it is excerpted, who wrote it, and its literary significance (CC9-10RL2, CC9-10L4, CC9-10SL6)</p>

Curriculum Framework for Humanities/English 11

School: The Delaware MET Curricular Tool: Common Core Curriculum Maps¹ Grade or Course 11th

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
Unit One: The New World Timeline : 4 weeks			
<p>CC11-12RL4: 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>CC11-12RL9: 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.</p> <p>CC11-12RI6: 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>CC11-12W2: 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>CC11-12SL1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC11-12L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>This unit focuses primarily on the nonfiction prose—including sermons and diaries—and some poetry in the seventeenth and early eighteenth centuries. Students examine the works of some of the earliest settlers in various parts of the “new world.” They consider the significance of the intersection of Native American, European, and African cultures. They explore whether conflicts were inevitable and how language and religion served as barriers and as bridges. Students look for emerging themes in American literature, such as the “new Eden” and the “American dream.” Finally, art works from the period are examined for their treatment of similar</p>	<p>Identify emerging themes in early American literature.</p> <p>Explain the First Great Awakening and how it affected religious belief in Colonial America.</p> <p>Identify and explain elements of Puritan literature.</p> <p>Compare and contrast the experiences of America's earliest settlers, as revealed through the reading material.</p> <p>Explain the role of religion in early American life.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> Seminar and Essay: “Does Anne Bradstreet's work typify or differ from the other Puritan literature that you have read?” Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL9, CC11-12W9, CC11-12SL1)</p> <p>Seminar and Essay: Select one passage from one of the poems and one from one of the informational texts that treat a similar theme. How are the themes</p>

¹ Elements of this map are taken from the *Common Core Curriculum Maps in English Language Arts*, available at www.commoncore.org, accessed November 28, 2011.

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
comprehend more fully when reading or listening.	themes.		<p>revealed in the different genres? What different techniques/literary devices do the authors use to convey theme? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL2, CC11-12W2, CC11-12W9, CC11-12L5)</p> <p>Seminar and Essay: How could contemporary Americans approaches to religion be traced to Puritan origins? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI4, CC11-12RI9, CC11-12W2)</p> <p>Classroom Activity, Essay or Seminar Question: View a staged or film version of <i>The Crucible</i>. Discuss the question “Is John Proctor a tragic figure? Why or why not?” Compare him to other tragic figures studied in grade 9, such as Oedipus Rex. Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL3, CC11-12RL7)</p> <p>Speech: Select a one to two minute passage from one of the texts and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, and why it exemplifies Puritan literature. (CC11-12RL9, CC11-12SL6)</p>
Unit Two: A New Nation Timeline: 4 weeks			
<p>CC11-12 RL4: 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.</p> <p>CC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or</p>	<p>Building on the themes explored in unit one, students trace the movement towards revolution and the colonists’ desire to establish a new government, noting the differences in opinions</p>	<p>Identify defining themes in American literature, such as American exceptionalism.</p> <p>Identify and explain the historic and literary significance of America’s founding</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC11-12RI.8: 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>CC11-12RI.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i>, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>CC11-12W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC11-12SL.4: 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 or formal and informal tasks.</p> <p>CC11-12L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>between federalists and anti-federalists and how the arguments were made. Students compare the radical purpose and tone of the <i>Declaration of Independence</i> to the measured and logical tone of the Preamble to the Constitution. They will analyze the expression of conflict between colonists and the British government, between colonists and Native Americans, and between colonists and slaves. They will begin to recognize the emerging theme in American literature of “American exceptionalism.” Art works from the period will be examined for their treatment of similar themes.</p>	<p>documents.</p> <p>Analyze how tone is established in persuasive writing.</p> <p>Analyze the use of literary elements in persuasive writing.</p> <p>Compare and contrast points of view on related issues.</p> <p>Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices).</p> <p>Apply knowledge of effective arguments when writing one of your own.</p>	<ul style="list-style-type: none"> • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Essay: Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12W1, CC11-12W9b)</p> <p>Essay: Write essay in which you explain Madison’s use of the term “faction” in <i>Federalist</i> No. 10. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI4, CC11-12W2, CC11-12W9b)</p> <p>Seminar and Essay: Do <i>The Declaration of Independence</i> and <i>The Constitution</i> share similar tones? Why or why not? Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI9, CC11-12W9b, CC11-12SL1)</p> <p>Research Paper: Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. (CC11-12W7, CC11-12W8, CC11-12W9).</p> <p>Oral Presentation: Students will prepare and give a formal oral presentation of the research paper,</p>

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			fielding questions from peers. (CC11-12SL3, CC11-12SL4)
Unit Three: American Romanticism Timeline: 3 weeks			
<p>CC11-12RL2: Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p> <p>CC11-12RL9: 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.</p> <p>CC11-12RI5: 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>CC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC11-12SL4: 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 or formal and informal tasks.</p> <p>CC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<p>Students explore this period as America's first prolific one of literature, by examining works from Cooper and Irving to Hawthorne, Melville, Poe, Whitman, Emerson, and Thoreau. The prominent theme during this period in American literature of "manifest destiny" may be introduced by reading John O'Sullivan's essay "Annexation." Students will wrestle with how the romantics perceive individualism and how this focus on individualism relates to other themes in American literature. Transcendentalism is explored as an aspect of American romanticism and students should compare the "romantics" with the "transcendentalists."</p> <p>Teachers are encouraged to select one novel and a variety of the other poetry and prose in order to give students</p>	<p>Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the "fantastic"; veneration of nature, celebration of the "self," isolationism).</p> <p>Define transcendentalism as an aspect of American romanticism and explain how it differs from it.</p> <p>Trace characterization techniques in American romantic novels.</p> <p>Analyze the structure and effectiveness of arguments in transcendentalist essays studied.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p>Suggested Summative Assessments: Essay: Write a narrative essay in the style of <i>Walden</i>. (CC11-12W3, CC11-12W9)</p> <p>Seminar and Essay: Agree or disagree with this Emerson quote: "What is popularly called Transcendentalism among us, is Idealism; Idealism as it appears in 1842." Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RI2, CC11-12SL6, CC11-12W9)</p> <p>Seminar and Essay: Select one of the short stories and explain why you think it is a good example of American romanticism. Use at least three pieces of textual evidence to support an original thesis</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
	maximum exposure to the various works of the period.		<p>statement. (CC11-12RL1, CC11-12RL9, CC11-12W2, CC11-12SL1)</p> <p>Oral Commentary: Students will be given an unseen passage from one of the other works by Hawthorne or Melville (teacher's choice) and asked to provide a ten-minute commentary on two of the following questions:</p> <ul style="list-style-type: none"> • What is the primary significance of this passage? • Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. • Which poetic techniques in this poem or extract from a poem are typical of the writer? • What are the effects of the dominant images used in this extract? • What do you think the important themes in this extract are? (CC11-12RL1, CC11-12SL4, CC11-12SL6)
Unit Four: A Troubled Young Nation Timeline: 5 weeks			
<p>CC11-12RL3: 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>CC11-12RI3: 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>CC11-12W5: 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. (Editing</p>	<p>The range and depth of potential topics covered in this hefty unit might be tailored to suit various classroom populations. Building on the previous unit in which individualism figures as a prominent theme in American romanticism and transcendentalism, this unit explores the expanding idea of the American individual and the related idea of the pursuit of liberty in various</p>	<p>Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, "individual vs. society," and "civilized society" vs. the wilderness).</p> <p>Compare the treatment of related themes in different genres (e.g., <i>The Adventures of</i></p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs,

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p>CC11-12SL2: 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>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>forms.</p>	<p><i>Huckleberry Finn</i> and <i>Narrative of the Life of Frederick Douglass, an American Slave</i>).</p> <p>Explain how characters in fictional in late nineteenth century America express the challenges facing America at the time, citing both textual evidence from both fiction and nonfiction to make the case.</p>	<p>anecdotal records</p> <p><u>Suggested Summative Assessments:</u></p> <p>Essay and Seminar: Write an essay in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support an original thesis statement: “Women in nineteenth century America could not really be free.” (CC11-12RL1, CC11-12W1)</p> <p>Essay and Seminar: Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement. (CC11-12RL1, CC11-12RI10, CC11-12W1, CC11-12W9)</p> <p>Essay and Seminar: “Does Huckleberry Finn embody the values inherent in the American Dream?” Write an essay in which you use at least three pieces of evidence to support an original thesis statement. (CC11-12RL9, CC11-12SL1, CC11-12W9)</p> <p>Essay and Seminar: How does Twain address the issue of slavery in <i>The Adventures of Huckleberry Finn</i>. Use at least three pieces of textual evidence to support an original thesis statement. (CC11-12RL6, CC11-12W2, CC11-12W9)</p> <p>Speech: Recite “The Gettysburg Address” from memory. Include an introduction that discusses why the excerpt exemplifies America’s core conflicts and its finest values. (CC11-12RI9, CC11-12SL3)</p> <p>Oral Presentation: Create a multimedia presentation that summarizes one of the novels you’ve read and present questions that you think the novel raises about its uniquely American</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
			themes. (CC11-12RL1, CC11-12W6, CC11-12SL5)
SOCIAL STUDIES INTEGRATION: Historical Research ELA CONCEPT: Research Timeline: 5 weeks			
<p>CC11-12RI2: 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>CC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC11-12W5: 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>CC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC11-12W7: 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>CC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using</p>	<p>Effective researchers start with a clear purpose, topic, and audience when doing research.</p> <p>Effective researchers have a toolbox of strategies that help them organize, select, and evaluate information.</p> <p>Effective research writers synthesize and interpret information in a documented research paper.</p> <p>Effective researchers present information without plagiarizing.</p>	<p>What are effective research strategies and how do I apply those strategies to my own research?</p> <p>How do I compose an effective research paper and present my research for an audience?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Select and research a topic • Evaluate sources • Take effective notes • Create source cards and paraphrase and summarize information, avoiding plagiarism • Compose a research paper, using proper formatting, and proper documentation of sources • Present research topic for an audience 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Social Studies Assessment: A process paper and annotated bibliography based upon a research topic for National History Day.</p> <p>English Assessment: A research project which includes a paper, product, and presentation. Project assessed using a rubric.</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>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.</p> <p>CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC11-12W10: 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>CC11-12SL2: 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>CC11-12SL4: 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>CC11-12SL5: 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>CC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or</p>			

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>speaking.</p> <p>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC11-12L3: 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>			
SOCIAL STUDIES INTEGRATION: Changing Interpretations of Reconstruction ELA CONCEPT: Persuasion Timeline: 3 weeks			
<p>CC11-12RI3: 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>CC11-12RI5: 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>CC11-12RI6: 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>CC11-12RI8: 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>CC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	<p>A writer's and reader's point of view is influenced by his experience.</p> <p>Reading like a writer will help a writer to understand the rhetorical devices and organization of text when writing.</p> <p>Persuasive texts defend a position, consider an opposing side, and lead readers to adopt or consider the writers' views.</p> <p>Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.</p>	<p>What are the essential elements of effective persuasive argumentation?</p> <p>How do I persuade readers to take action?</p> <p>How can analyzing persuasive texts help me better understand and appreciate what I read?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze a persuasive essay and speech exemplar for key traits of persuasive presentations Apply the writing process to a persuasive essay and speech Compose and present a persuasive 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Reading response logs Teacher observation of whole class, individual and collaborative work sessions Whole class discussions Daily quickwrites Quizzes Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Social Studies Assessment: Interpretation of historical documents</p> <p>English Assessment: Persuasive essay and speech assessed using a rubric.</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>reasoning and relevant and sufficient evidence.</p> <p>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC11-12W5: 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>CC11-12W8: 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.</p> <p>CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC11-12SL2: 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>CC11-12SL4: 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>CC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of</p>		<p>speech with attention to audience and purpose</p>	

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>findings, reasoning, and evidence and to add interest.</p> <p>CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC11-12L3: 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>			
Unit Five: Emerging Modernism Timeline: 4 weeks			
<p>CC11-12RL1: 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>CC11-12RL6: 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>CC11-12RI1: 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>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive</p>	<p>This unit traces the emergence of American modernism, including some literature from World War I, and tracks the literature of “disillusionment” that followed the war. Students explore Robert Frost’s vision of nature as modernist rather than transcendental in its perspective. They identify the alienation of the modern man and the tensions that are embedded in the modernist works of F. Scott Fitzgerald and Ernest Hemingway. The works of Countee Cullen, Langston Hughes, and Zora Neale Hurston illustrate the</p>	<p>Define and explain the origins of the Harlem Renaissance.</p> <p>Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.</p> <p>Define and explain “The Lost Generation,” noting experimental aspects of some works.</p> <p>Note the relationship between themes in early twentieth century American literature and nineteenth century American thought.</p> <p>Identify modernist ideas</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> Seminar and Essay: What are the effects of the shifting point of view on the reader’s understanding of events in <i>As I Lay Dying</i>. Why do you think</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC11-12L6: 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>breadth of the Harlem Renaissance literary movement. Informational and critical texts enrich the students' analysis of the texts.</p>	<p>(using the informational text).</p> <p>Analyze the relationship between modernist style and content.</p> <p>Examine evidence of the alienation of "modern man."</p>	<p>Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support an original thesis. (CC11-12RL3, CC11-12RL5, CC11-12W2, CC11-12W9a, CC11-12L5)</p> <p>Seminar and Essay: Agree or disagree with the following statement: "Prufrock and Gatsby have similar characters." Use at least three pieces of textual evidence to support an original thesis. (CC11-12RL1, CC11-12RL5, CC11-12SL4, CC11-12W9a)</p> <p>Seminar and Essay: After reading James Baldwin's essay, "If Black English Isn't a Language, Then Tell Me, What Is?" and Zora Neale Hurston's <i>Their Eyes Were Watching God</i>, discuss the pivotal role that dialect plays in <i>Their Eyes Were Watching God</i>. Use at least three pieces of textual evidence to support an original thesis. (CC11-12RL1, CC11-12RL4, CC11-12RL6, CC11-12RL9, CC11-12SL4, CC11-12W9a)</p> <p>Multimedia Presentation: Make a formal multimedia presentation in which you define and discuss "The Lost Generation" in American literary history. Cite at least three sources. (CC11-12RL9, CC11-12W6, CC11-12SL5)</p> <p>Oral Presentation: Discuss what you think Learned Hand meant when he said of Americans, "For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land." Cite examples from works read in this unit and describe how the characters exhibit this quality. (CC11-12RL9, CC11-12SL4, CC11-12L5)</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
SOCIAL STUDIES INTEGRATION: Migration Patterns ELA CONCEPT: Comparing and Contrasting Texts Timeline: 3 weeks			
<p>CC11-12RI2: 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>CC11-12RI3: 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>CC11-12RI5: 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>CC11-12RI6: 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>CC11-12RI8: 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>CC11-12W2: 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>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is</p>	<p>Noticing similarities and differences helps readers to develop deeper understanding of what is being studied.</p>	<p>How will comparing and contrasting texts help me develop a deeper understanding of what I read?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze a compare and contrast essay exemplar that reflects key traits of comparison-contrast essays. Apply the writing process to a compare/contrast essay. Plan and present an oral interpretation of poetry. 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Reading response logs Teacher observation of whole class, individual and collaborative work sessions Whole class discussions Daily quickwrites Quizzes Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Social Studies Assessment: Letter to a Congressman taking a side in support or opposition of the Chinese Exclusion Act.</p> <p>English Assessment: Students will write a comparison and contrast essay about two poems and deliver an oral interpretation of a poem. Both the essay and the oral interpretation will be assessed using a rubric.</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>most significant for a specific purpose and audience.</p> <p>CC11-12W8: 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.</p> <p>CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC11-12SL2: 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>CC11-12SL4: 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>CC11-12SL5: 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>CC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC11-12L3: Apply knowledge of language to</p>			

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
SOCIAL STUDIES INTEGRATION: Analyzing Historical Data ELA CONCEPT: Literary Analysis Timeline: 2 weeks			
<p>CC11-12RL1: 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>CC11-12RL2: Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p> <p>CC11-12RL3: 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>CC11-12RL4: 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.</p> <p>CC11-12RL5: 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>CC11-12RL6: Analyze a case in which grasping point</p>	<p>Analyzing how authors use literary elements gives readers a deeper appreciation and understanding of what they read.</p> <p>Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised.</p> <p>Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.</p>	<p>What techniques do writers use to analyze texts?</p> <p>How can analyzing texts help me better understand and appreciate what I read?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze the traits of an effective literary analysis Apply the writing process to a literary analysis 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Reading response logs Teacher observation of whole class, individual and collaborative work sessions Whole class discussions Daily quickwrites Quizzes Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Social Studies Assessment: Evaluate a conflict</p> <p>English Assessment: Literary analysis assessed using a rubric.</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>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>CC11-12W2: 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>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC11-12W5: 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>CC11-12W8: 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.</p> <p>CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC11-12SL2: 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>CC11-12SL4: 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</p>			

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CC11-12SL5: 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>CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC11-12L3: 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>			
Unit Six: Challenges and Successes of the Twentieth Century Timeline: 6 weeks			
<p>CC11-12RL5: 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>CC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course</p>	<p>It includes a few titles from the twenty-first century as well. The unit traces the flourishing of the American short story and the development of the novel and dramas since World War II. Students will read masters of the southern short story—writers like Eudora Welty and Flannery O'Connor. The unit also explores works by Richard Wright and Ralph Ellison, whose texts expose</p>	<p>Analyze the development of the short story in post-World War II America.</p> <p>Trace the development of the "southern gothic" tradition in American literature.</p> <p>Distinguish between the two distinct views within the African-American literary tradition as represented by Richard Wright and Ralph</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs,

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>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>CC11-12W2: 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>CC11-12SL3: 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>CC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 	<p>tensions within the emerging African American literary tradition. The 1960s are rich with both informational and literary works mirroring profound cultural shifts in the American landscape. This unit also emphasizes how the changing political landscape, including the words of leaders like John Fitzgerald Kennedy and Ronald Reagan, shaped the world in which we live.</p>	<p>Ellison.</p> <p>Explore the nature of African-American literature during the civil rights movement following World War II.</p> <p>Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.</p> <p>Explain how the “Beat Generation” challenges traditional forms and subjects in literature.</p> <p>Identify multiple postmodernist approaches to critical analysis of literature.</p> <p>Note the influence that postmodernism has had on the “common reader.”</p>	<p>anecdotal records</p> <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and John Grady Cole. How are they the same? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support your original thesis statement. (CC11-12RL3, CC11-12W2, CC11-12SL1, CC11-12L5)</p> <p>Seminar and Essay: Compare a scene from the 1951 film of <i>A Streetcar Named Desire</i> with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author’s intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL7, CC11-12W2, CC11-12SL1)</p> <p>Seminar and Essay: “How do Willy Loman and Tommy Wilhelm contend with being ‘nobody’?” Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL9, CC11-12W2, CC11-12SL1, CC11-12W9a)</p> <p>Oral Presentation: Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences one’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, pauses, etc.). (CC11-12RL4, CC11-12W6, CC11-12SL4, CC11-12SL5, CC11-12SL6)</p> <p>Research Paper: Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support your original thesis statement. (CC11-</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
			<p>12RL1, CC11-12W7, CC11-12W8, CC11-12W9)</p> <p>Oral Commentary: Students will be given an unseen passage from a contemporary novel, poem, or short story and asked to provide a ten minute commentary on two of the following questions:</p> <ul style="list-style-type: none"> • What are the effects of the dominant images uses in this extract? • Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. • What do you think the important themes in this extract are? (CC11-12RL1, CC11-12RL4, CC11-12SL4)

Curriculum Framework for Humanities/English 12¹

School: The Delaware MET Curricular Tool: Common Core Curriculum Maps² Grade or Course 12th

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: European Literature in the Middle Ages Timeline : 4 weeks			
<p>CC11-12RL5: 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>CC11-2RI2: 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>CC11-12W1(a-e): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct</p>	<p>Although the Middle Ages often is characterized as a period of darkness, the literature and art of the time typically suggest a more complex picture. Through a combination of close reading and exposure to an array of texts, students observe how satire reveals some of the contradictions and divergences within medieval literature and will draw connections between literary form and philosophy. In addition, they consider how certain traits of medieval literature can also be found in the art of the period: for instance, how characters have symbolic meaning both in literature and in iconography.</p>	<p>Consider how medieval literature exhibits many tendencies rather than a single set of characteristics.</p> <p>Observe literary elements (e.g., allegory, farce, satire, foil) in medieval literary works and identify characteristics of medieval literary forms.</p> <p>Understand how literary elements contribute to meaning and author intention.</p> <p>Consider glimpses of the Renaissance in certain works of medieval literature and art.</p> <p>Consider how medieval literary and artistic forms reflect the writers' and artists' philosophical views.</p> <p>Examine the literary,</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Compare and contrast <i>Sir Gawain and the Green Knight</i> and "The Knight's Tale." What are the qualities of the ideal knight? Do they differ at all? Use textual evidence from both texts to support an original, concise thesis. (CC11-12RL1, CC11-12RL3, CC11-12SL1, CC11-12SL4, CC11-12W2)</p> <p>Seminar and Essay: Choose one of the <i>Canterbury Tales</i>. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character? Use textual evidence to support an original, concise thesis statement. (CC11-12RL5, CC11-12RI2, CC11-12SL1, CC11-12SL4, CC11-12W2)</p>

¹ This map does not reflect integrated units with social studies.

² Elements of this map are taken from the *Common Core Curriculum Maps in English Language Arts*, available at www.commoncore.org, accessed November 28, 2011.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>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 or formal and informal tasks.</p> <p>CC11-12L3(a): 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>social, and religious satire in Chaucer's <i>Canterbury Tales</i>.</p> <p>Consider the role of the framed narrative in Chaucer's <i>Canterbury Tales</i>, Dante's <i>Inferno</i>, and other works.</p> <p>Compare works of medieval literature and art, particularly their depiction of character and their focus on the otherworldly.</p>	<p>Seminar and Essay: Compare "The Monk's Tale" in <i>The Canterbury Tales</i> with Dante's story of Ugolino in Cantos XXXII-XXXIII of the <i>Inferno</i>, paying special attention to depiction of character. Use at least one critical source. Use textual evidence to support an original, concise thesis statement. (CC11-12RL3, CC11-12SL1, CC11-12SL4, CC11-12W2, CC11-12W7, CC11-12L3)</p> <p>Seminar and Essay: Is the Wife of Bath from <i>A Canterbury Tales</i> a feminist? Use textual evidence to support an original, concise thesis. (CC11-12RL1, CC11-12RL3, CC11-12SL1, CC11-12SL4, CC11-12W2)</p> <p>Seminar and Essay: Discuss "The Pardoner's Tale" as a satire. What, exactly, is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the church as an establishment? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL5, CC11-12SL1, CC11-12SL4, CC11-12W2)</p> <p>Essay: Draw parallels between representations of character in a medieval play and in medieval icons. Compare and contrast their similarities and differences. Are they more alike or different? Use concrete evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12W2)</p> <p>Seminar and Essay: Explain how Saint Augustine attempts to resolve a paradox in Book XI of the <i>Confessions</i>. Is his resolution convincing? Why or why not? (CC11-12RI5, CC11-12W1, CC11-12SL1, CC11-12SL3)</p> <p>Seminar and Essay: Read Augustine's Book XI of the <i>Confessions</i>. Agree or disagree with Augustine's idea: "Evil stems not from God but from a perversion of human will." Use textual evidence to support an original, concise thesis statement. (CC11-12RI5, CC11-12W1, CC11-12SL1, CC11-12SL3)</p> <p>Speech: Select one of the poems from this unit and recite it from memory. Include an introduction that states:</p> <ul style="list-style-type: none"> • What the excerpt is from; • Who wrote it; • Why it exemplifies the medieval period. (CC11-12SL4) <p>Seminar and Essay: "To what degree does medieval literature regard</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
			<p>human existence as secondary to the divine?" Use textual evidence from one of the texts read in this unit to support an original, concise thesis statement. (CC11-12RL2, CC11-12W1, CC11-12SL1, CC11-12SL3)</p> <p>Seminar and Essay: Boccaccio's <i>The Decameron</i> alludes to Dante's allegorical model. Why does he satirize Dante's allegorical model? What is revealed by this satire? Is Boccaccio enlightened and, therefore, a man ahead of this time? Use textual evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12RL5, CC11-12SL1, CC11-12SL4, CC11-12W2)</p> <p>Seminar and Essay: Read Dante's <i>Inferno</i>. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell Dante creates? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12RL5, CC11-12SL1, CC11-12SL4, CC11-12W2)</p> <p>Research Paper: Does the term "dark ages" accurately describe the Middle Ages? Use primary and secondary sources from this unit or outside of the unit to support an original, concise thesis statement to answer the question. (CC11-12RL1, CC11-12W1, CC11-12W7, CC11-12W8)</p> <p>Research Paper: Answer the essential question: "How does medieval literature suggest a preoccupation with both divine and earthly existence?" Use primary and secondary sources from this unit or outside of the unit to support an original thesis statement to answer the question. (CC11-12RL1, CC11-12W1, CC11-12W7, CC11-12W8)</p>
SOCIAL STUDIES INTEGRATION: Pandemics ELA CONCEPT: Collaborative Perspective Writing Timeline: 2 weeks			
CC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or	<p>Effective researchers start with a clear purpose, topic, and audience when doing research.</p> <p>Effective researchers have a toolbox of strategies that</p>	<p>What are effective research strategies and how do I apply those strategies to my own research?</p> <p>How do I compose an</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>solve a problem.</p> <p>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC11-12W5: 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>CC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC11-12W7: 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>CC11-12W8: 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</p>	<p>help them organize, select, and evaluate information.</p> <p>Effective research writers synthesize and interpret information in a documented research paper.</p> <p>Effective researchers present information without plagiarizing</p> <p>An effective writer of historical non-fiction will use research strategically.</p>	<p>effective research paper and present my research for an audience?</p> <p>How do I effectively combine the harsh realities of life in the middle ages with the romanticism of popular stories about the time period.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Select and research a topic • Evaluate sources • Take effective notes • Create source cards and paraphrase and summarize information, avoiding plagiarism • Compose a research paper, using proper formatting, and proper documentation of sources • Present research topic for an audience 	<ul style="list-style-type: none"> • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u></p> <p>Social Studies Assessment: A multimedia presentation that includes historical patterns of responses to pandemics</p> <p>English Assessment: Students will write an historical fiction short story. Students will assume the context of a small town in France during an outbreak of the Bubonic Plague. After doing research they will brain storm a list of characters who live in the town and write a story about their experience. These will be compiled into a frame story about the plague that comes from varied perspectives (similar to <i>Canterbury Tales</i>).</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC11-12SL2: 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>CC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices</p>			

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
for meaning or style, and to comprehend more fully when reading or listening.			
Unit Two: European Literature during the Renaissance and Reformation Timeline: 5 weeks			
<p>CC11-12RL4: 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>CC11-12RL6: 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>CC11-12RI1: 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>CC11-12RI2(a-f): 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</p>	<p>Students consider Renaissance writers' interest in ancient Greek and Latin literature and myth; their preoccupation with human concerns and life on earth; their aesthetic principles of harmony, balance, and divine proportion; and exceptions to all of these. This leads to a discussion of how literary forms themselves reflect religious, philosophical, and aesthetic principles. As students compare the works of the Renaissance with those of the Middle Ages, students recognize the overlap and continuity of these periods. In addition, they consider how the outstanding works of the era transcend their time and continue to inspire readers and writers. The English Renaissance of the seventeenth century includes additional works by William Shakespeare. In</p>	<p>Read novels, literary nonfiction, stories, plays, and poetry from the Renaissance era, observing the continuity from the Middle Ages as well as the departures. Identify and investigate allusions to classical literature in Renaissance texts.</p> <p>Explore how a concept such as symmetry or divine proportion is expressed both in literature and in art.</p> <p>Discuss Renaissance conceptions of beauty and their literary manifestations.</p> <p>Explore how Renaissance writers took interest in human life and the individual person.</p> <p>Explore the playful,</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Read <i>Macbeth</i>. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will? Use textual evidence from the play to support your response in an original, concise thesis statement. (CC11-12RL1, CC11-12RI1)</p> <p>Seminar and Essay: Read <i>Macbeth</i> and excerpts from <i>The Prince</i> by Machiavelli. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quote "it is better to be feared than to be loved." Is this true for <i>Macbeth</i>? Use textual evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RI1)</p> <p>Seminar and Essay: Read <i>Henry IV, Part I</i>. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and honor? How</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>summary of the text.</p> <p>CC11-12W2: 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>CC11-12SL4: 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 or formal and informal tasks.</p> <p>CC11-12L4(a-d): 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>their essays, students may analyze the ideas, principles, and form of a literary work; discuss how a work bears attributes of both the Middle Ages and the Renaissance; discuss convergences of Renaissance literature and arts; or pursue a related topic of interest.</p>	<p>satirical, irreverent aspects of Renaissance literature—in particular, the writing of Rabelais, Boccaccio, and Shakespeare.</p> <p>Consider how literary forms and devices reflect the author’s philosophical, aesthetic, or religious views.</p> <p>Write an essay in which they (a) compare a literary work with a work of art; (b) compare a Renaissance work with a medieval work; or (c) relate a literary work to a philosophical work.</p>	<p>does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? Use textual evidence from the play to support your response in an original, concise thesis statement. (CC11-12RL1, CC11-12RI1)</p> <p>Seminar and Essay: Relate Pacioli’s <i>On the Divine Proportion</i> to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)? Cite specific evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RI1)</p> <p>Seminar and Essay: Compare one of the satirical stories of <i>Canterbury Tales</i> (from unit one) with one of the stories from Boccaccio’s <i>The Decameron</i>. What does the satire reveal about the author’s intention and message? Use textual evidence to support an original, concise thesis. (CC11-12RL2)</p> <p>Seminar and Essay: Show how one of the plays from this unit departs from the medieval conceptions of drama. Use specific textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RI1)</p> <p>Speech: Select a poem from this unit and recite it from memory. Include an introduction that states:</p> <ul style="list-style-type: none"> • Who wrote the poem; • Its form, meter, rhyme scheme, and key literary elements; • An aspect of the poem that comes through after multiple readings. (RL.11-12.4) <p>Seminar and Essay: Using works of art as textual evidence, do one of the following: (a) compare a literary work from this unit with a Renaissance work of art, with attention to principles of proportion and symmetry; (b) compare a Renaissance literary work with a medieval work, with attention to depiction of character; or (c) relate a literary work to a philosophical work. Include at least one critical source and one reference work to support an original, concise thesis statement. (CC11-12RL4, CC11-12W7)</p> <p>Research Paper: Using texts from this unit as well as additional sources, explain how literature or works of art from the Renaissance break with or build on ideas derived from the Middle Ages. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. (CC11-12RL4, CC11-12W7, CC11-</p>

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			12W8) Research Paper: Using texts from this unit as well as additional sources, explain how literature or works of art from the Renaissance reveal this period to actually be an age of intolerance. Cite specific textual evidence to support an original, concise thesis statement to answer the essential question. (CC11-12RL4, CC11-12W7, CC11-12W8)
Unit Three: European Literature in the Seventeenth Century Timeline: 5 weeks			
<p>CC11-12RL1: 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>CC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC11-12RI3: 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>CC11-12RI4: Determine the meaning of words and phrases as</p>	<p>Students gain understanding of the early Enlightenment and its conception of reason. They see another side of the thought and literature of this period: an emphasis on human emotion, irrationality, and paradox. They consider how certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent. They will write a critical essay exploring an aspect of the conflict between reason and emotion.</p>	<p>Read literary and philosophical works from the seventeenth century, with particular attention to questions of reason and emotion.</p> <p>Consider the idea of reading literature as a quest—for truth, for beauty, and for understanding.</p> <p>Analyze two philosophical works of the seventeenth century for their treatment of an idea related to human reason.</p> <p>Write literary and philosophical analyses with a focus on clarity and precision of expression.</p> <p>Conduct research, online and in libraries, on a particular seventeenth-</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Analyze “The Flea.” Why is it considered metaphysical poetry? How does it use irony to convey its message? Is it a poem of logic or of emotion? Use textual evidence to discuss and write or original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read <i>The Pilgrim’s Progress</i>. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan’s point of view on religious ideas of the seventeenth century? Use textual evidence from the novel to support an</p>

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<p>they are 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 <i>Federalist No. 10</i>).</p> <p>CC11-12RI6: 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>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC11-12W5: 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>CC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in</p>		<p>century author, work, or idea.</p> <p>Analyze the relationship between reason and emotion as illustrated in literature of the seventeenth century.</p> <p>Understand the use of satire as a technique to reveal authorial intent.</p>	<p>original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read <i>The Alchemist</i>. How does the plotline reveal satire? What values of this time period are being mocked? How does the author use satire to reveal his point of view? Use textual evidence from the play to support an original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read <i>The Miser</i> by Molière. How does the plotline reveal satire? What values of this time period are being mocked? How does the satire reveal Molière’s point of view? Use textual evidence from the play to support an original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent of the church’s teachings? How does personification convey its message? Why is the poem considered metaphysical? Cite specific textual evidence from the poem to support an original, concise thesis. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read Donne’s “Song: Goe, and catche a falling starre.” Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from church teachings? How does emotion affect the logic of the speaker? Use textual evidence to support an original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Compare and contrast Donne’s “Song Goe, and catche a falling starre” to Marvell’s “To his Coy Mistress.” How do emotion and logic affect the speaker’s point of view in each poem? How does gender affect the author’s attitudes? Use textual evidence to support an original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read <i>Hamlet</i>. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support an original, concise thesis statement. (CC11-12W5, W7)</p> <p>Seminar and Essay: Read <i>King Lear</i>. In the beginning of the play, is King Lear motivated by his sense of reason or by emotion? By the end of the play, how has King Lear resolved his emotional needs with his rational thought? Consider the same question for Edmund, Edgar,</p>

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<p>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>CC11-12L1(a-b): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p>Regan, Goneril and/or Cordelia. Use textual evidence to support an original, concise thesis statement. (CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read excerpts of the <i>Leviathan</i>. Agree or disagree with Hobbes's assessment of human nature. Defend your opinion with specific textual evidence that supports an original, concise thesis. (CC11-12W1, CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Read excerpts from <i>Don Quixote</i> and/or watch the film version of <i>Man of La Mancha</i>. Compare Don Quixote's outlook on life with those of another character, such as the priest. Use textual evidence citing either the novel or the film to support an original, concise thesis statement. (CC11-12RL1, CC11-12W5, CC11-12W7)</p> <p>Seminar and Essay: Analyze "To Daffodils," "To the Virgins Make Much of Time," and "To His Coy Mistress." Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas? Use textual evidence from two or more poems to write a comparative essay. Be sure your thesis is specific, concise, and original. (CC11-12W5, CC11-12W7, CC11-12SL1, CC11-12SL2)</p> <p>Speech: Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it, and what kind of poetry it exemplifies and why. (CC11-12SL6)</p> <p>Research Paper: Using multiple texts from this unit and additional sources, discuss how writers of the seventeenth century regard the relationship between reason and emotion. Include an original, concise thesis statement that directly answers this essential question. (CC11-12RL1, CC11-12RL2, CC11-12W7, CC11-12W8)</p>
Unit Four: European Literature in the Eighteenth and Early Nineteenth Century Timeline: 5 weeks			
<p>CC11-12RL2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and</p>	<p>Observing themes related to nature as well as "natural" forms and language, students consider whether nature appears as a</p>	<p>Read fiction, drama, poetry, biography, and autobiography from the eighteenth and early</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions

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<p>build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CC11-12RL3: 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>CC11-12RI5: 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>CC11-12W3 (a-e): Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC11-12W7: 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>CC11-12W8: Gather relevant</p>	<p>force of good or a menace. Observing narrative digressions, idiosyncrasies, exaggerations, and biases, they consider human, unpredictable, idiosyncratic aspects of storytelling. They have the opportunity to practice some of these narrative techniques in their own fiction and nonfiction writing. Students also explore some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss. In seminar discussion, students consider a philosophical question in relation to a particular text. Students write short essays and also develop an essay or topic from an earlier unit, refining the thesis and consulting additional sources. These essays can be used to inform and inspire longer research papers at the end of the unit that answer the essential question. By the end of this unit, students will have an appreciation for some of the tendencies of early Romanticism and will</p>	<p>nineteenth century.</p> <p>Consider the relationship between art and nature in these works.</p> <p>Observe narrative digressions, idiosyncrasies, exaggerations, and biases.</p> <p>Consider the dual role of the narrator as a character and as a storyteller.</p> <p>Consider the role of the supernatural in the literary works read in this unit.</p> <p>Write a story in which they practice some of the narrative devices they have observed in this unit.</p> <p>Explore and analyze some of the philosophical ideas in the literary texts—questions of free will, fate, human conflict, and loss.</p> <p>Consider the difference between natural and forced language, as explained by Wordsworth.</p> <p>Consider both the common tendencies of works of this period and the contradictions, exceptions, and outliers.</p>	<ul style="list-style-type: none"> • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Read selected poems from Blake's "<i>Songs of Innocence</i>." Consider biblical allusion to explain the relationship between Innocence and Paradise. Also, how is Experience a metaphor for the Fall of Man? Use textual evidence from the poems selected to create an original, concise thesis statement. (CC11-12RL1, CC11-12RL4, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: How does Tennyson's <i>In Memoriam A.H.H.</i> use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing? Use textual evidence from the poem to support an original, concise thesis statement in an essay. (CC11-12RL1, CC11-12RL4, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: Explicate "<i>Ode to Indolence</i>." Agree or disagree with Keats: 'This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind.' Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL4, CC11-12W1, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: What does <i>Robinson Crusoe</i> reveal about the De Foe's point of view on imperialism? What does the author feel about colonization? What does De Foe feel about human nature? Is this a reflection of his times? Or is his point of view a departure from established beliefs of his day? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL5, CC11-12W2, CC11-12SL1, CC11-12SL6)</p>

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<p>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.</p> <p>CC11-12L2 (a-b): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>recognize that this era, like all others, is filled with exceptions, contradictions, and subtleties.</p>	<p>Participate in a seminar discussion in which a philosophical question is explored in relation to a specific text.</p>	<p>Seminar and Essay: Compare and contrast the themes found in <i>Gulliver's Travels</i> and "Micromegas." Do the texts share similar messages? Do they use satire in the same way? How does Swift's allegory compare to Voltaire's science fiction? Use evidence from both texts and organize in a comparative essay. Include an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: Compare the science fiction elements in Voltaire's "Micromégas" and one of the tall tales in <i>The Surprising Adventures of Baron Munchhausen</i>. How does the science fiction genre enable the authors to express their ideas? Use textual evidence from both texts to support a concise, original thesis statement. (CC11-12RL3, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: What point of view is revealed by Swift's allegory in <i>Gulliver's Travels</i>? How does his allegory satirize human behavior and human history? Are Swift's views reflective of the beliefs of his day? Use textual evidence to support an original thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: Read <i>The Vicar of Wakefield</i>. Is it a sentimental, idealistic novel? Or, is it a cynical satire? Use textual evidence to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL3, CC11-12RL6, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Seminar and Essay: Read the poems "London, 1802" and "The Deserted Village." What values and concerns do they both share? Cite specific evidence from both texts to support an original, concise thesis statement. (CC11-12RL1, CC11-12RL4, CC11-12W2, CC11-12SL1, CC11-12SL6)</p> <p>Oral presentation: Recite one of the poems of this unit from memory. Include an introduction that discusses how the poem relates to the natural world. (CC11-12SL6)</p> <p>Writing: Choose an existing essay from the current unit or one of the previous units and choose one of two ways of revising and expanding it: (a) taking a position on the topic and defending it with at least four secondary sources (including one that represents a contrasting point of view); (b) providing historical and cultural context, to be obtained and</p>

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			<p>synthesized from primary sources and at least four secondary sources. Write an annotated bibliography and an outline. This will ultimately become a ten-page research essay. (CC11-12W7)</p> <p>Research Paper: Using specific evidence from various sources studied in this unit, write a research paper that answers the essential question: What role does nature play in eighteenth and early nineteenth century literature? Include an original, concise thesis statement to answer this essential question. (CC11-12RL1, CC11-12RL2, CC11-12W7, CC11-12W8)</p>
Unit Five: European Literature in the Nineteenth Century Timeline: 5 weeks			
<p>CC1-12RL3: 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>CC11-12RL4: 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>CC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how</p>	<p>They will explore both form and meaning of literary works and consider historical context. Through close reading of selected texts, students will see how subtle narrative and stylistic details contribute to the meaning of the whole. They will consider how certain poems of this unit are intimate on the one hand and reflective of a larger civilization on the other. Moral conflicts and subtle psychological portrayals of characters will be another area of focus; students will consider how novels of the nineteenth century develop character and how their conflicts are both universal</p>	<p>Consider the tension between art for art’s sake and art as a response to social and cultural conflict, as expressed in the works of this unit.</p> <p>Closely analyze a key passage from a novel and comment on how it illuminates the work as whole.</p> <p>Contrast two works by a single author.</p> <p>Observe common tendencies, <i>contradictions</i>, outliers, and subtleties of the Romantic and Victorian periods in literature.</p> <p>Contrast the moral conflicts of characters in two works of this unit consider how</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Compare the moral conflict of Julien Sorel in <i>The Red and the Black</i> and Nora Helmer in <i>A Doll’s House</i>. What are their similarities and differences? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12RL3, CC11-12W1)</p> <p>Seminar and Essay: Analyze an author’s view of art (and literature) as expressed in a work from this unit. Refer to Oscar Wilde’s “Ballad of Reading Gaol” and <i>The Importance of Being Earnest</i> in order to gain</p>

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<p>they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CC11-12W5: 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>CC11-12W7: 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>CC11-12W18: 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.</p>	<p>and culturally bound. Students will also have the opportunity to develop a research paper from earlier in the year and to write a shorter essay on topic from the unit. In their essays, students will continue to strive for precision and clarity, paying close attention to the nuances of words.</p>	<p>the poetry of this period reflects both on the human psyche and on the state of civilization.</p> <p>Analyze how the forms of the poems in this unit contribute to the meaning.</p> <p>Consider how the works of this period show signs of early modernism.</p> <p>Develop a research paper on one of the topics from this year.</p> <p>Identify elements of romanticism and gothic romanticism in works of literature.</p>	<p>insight into the author’s work as a whole. Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12W1)</p> <p>Seminar and Essay: Closely analyze a key passage from a novel and comment on how setting illuminates the themes of the work as a whole. How do the aesthetics of setting create larger meaning? Consider Notre Dame in <i>The Hunchback of Notre Dame</i>, The Red Room in <i>Jane Eyre</i> or the Castle in <i>Dracula</i>. Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: According to Charles Darwin: “Of all the differences between man and the lower animal, man’s sense of moral conscience is by far the most important.” Do you agree with Darwin? Consider <i>Heart of Darkness</i>. Does this novel support or challenge Darwin’s idea? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: Some believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science or is it socially invented? What qualities of childhood are illustrated by the children’s classics <i>Peter and Wendy</i> or <i>The Adventures of Alice in Wonderland</i>? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: Consider <i>The Jungle Book</i> as an allegorical tale. What lessons do the laws of the jungle teach the reader? How does the text demonstrate romanticism through science? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: How do the poems of this unit—especially Arnold, Baudelaire, Hopkins, Wilde, and Robert Browning—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? Organize textual evidence to support an original, concise thesis statement. (CC11-12RL2, CC11-12SL4, CC11-12W1)</p> <p>Seminar/Essay: Is it helpful or misleading to define literature in terms of trends and movements such as Romanticism? Organize textual</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>CC11-12SL4: 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>CC11-12L5 (a-b): Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			<p>evidence to support an original, concise thesis statement. (CC11-12W1, CC11-12SL4)</p> <p>Seminar/Essay: Trace the distinction between logic and emotion in <i>Sense and Sensibility</i>. How does this text demonstrate itself as a romantic novel? Compare or contrast its depiction of class and gender hierarchies to another text in this unit. Organize textual evidence to support an original, concise thesis statement. (CC11-12RL2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: Consider <i>The Three Musketeers</i> or <i>Twenty Thousand Leagues Under the Sea</i> as adventure novels. Do these texts serve the reader as a means of entertainment? Or are they meant to illustrate a social statement and moral message? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12W1)</p> <p>Seminar and Essay: Consider the horror novels: <i>Dracula</i> and/or <i>Frankenstein</i>. Are these texts written for the sake of entertaining us with horror and heighten our senses? Or, is social commentary weaved into the stories? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12W1)</p> <p>Seminar and Essay: Charlotte Bronte once said, “Conventionality is not morality.” How is this statement illustrated in her novel <i>Jane Eyre</i>? Consider the text as a Gothic novel. How do its Gothic characteristics help convey its themes? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: Catherine in <i>Wuthering Heights</i> has to choose between nature and culture. Explain how this is illustrated in the text. Is this a moral choice? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: Compare and contrast in a balanced argument <i>Wuthering Heights</i> and <i>Jane Eyre</i> with <i>Frankenstein</i> or <i>Dracula</i>. All are considered Gothic novels. What characteristics make them Gothic? Does the Gothic motif serve as a source of entertainment or does it help illustrate social commentary? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
			<p>Seminar and Essay: H.G. Wells called himself a Socialist. How does <i>The Time Machine</i> illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How? Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Seminar and Essay: Ibsen's <i>A Doll's House</i> is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature "feminist"? Do we make such a judgment according to today's standards or according to the standards in the day the text was written? You may refer to other texts to illustrate your point. Organize textual evidence to support an original, concise thesis statement. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Speech: Recite a poem from this unit (or a two-minute passage from a long poem). Include an introduction that discusses how the poem's structure and form contributes to its meaning. (CC11-12RI2, CC11-12SL4, CC11-12W1)</p> <p>Research Paper: Use specific evidence from various sources studied in this unit and/or additional sources to write a research paper that answers: How does the literature of the Romantic and Victorian era show tension between art for art's sake (where art includes literature) and art as a response to social and cultural conflict? Include an original, concise thesis statement to answer this essential question. (CC11-12RL1, CC11-12RI1, CC11-12W7, CC11-12W8)</p>
SOCIAL STUDIES INTEGRATION: Historians in Conflict – Causes of the First World War ELA CONCEPT: Research Timeline: 4 weeks			
<p>CC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC11-12W4: Produce clear and coherent writing in which the development, organization, and style</p>	<p>Effective researchers start with a clear purpose, topic, and audience when doing</p>	<p>What are effective research strategies and how do I apply those strategies to my own research?</p> <p>How do I compose an effective research paper and present my research for</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>are appropriate to task, purpose, and audience.</p> <p>CC11-12W5: 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>CC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC11-12W7: 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>CC11-12W8: 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.</p> <p>CC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC11-12SL2: 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>research.</p> <p>Effective researchers have a toolbox of strategies that help them organize, select, and evaluate information.</p> <p>Effective research writers synthesize and interpret information in a documented research paper.</p> <p>Effective researchers present information without plagiarizing.</p>	<p>an audience?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Select and research a topic • Evaluate sources • Take effective notes • Create source cards and paraphrase and summarize information, avoiding plagiarism • Compose a research paper, using proper formatting, and proper documentation of sources • Present research topic for an audience 	<ul style="list-style-type: none"> • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Summative Assessments:</u></p> <p>Social Studies Assessment: Critique of the Armenian position that includes an examination of questions, sources, and biases.</p> <p>English Language Arts Assessment: Research paper on a student selected topic related to WWI or WWII.</p>

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>CC11-12SL5: 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>CC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC11-12L3: 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>			
Unit Six: European Literature in the Twentieth Century Timeline: 5 weeks			
<p>CC11-12RL3: 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>CC11-12RL6: 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>CC11-12RL10: By the end of</p>	<p>It includes a few titles from the twenty-first century as well. The unit traces the flourishing of the American short story and the development of the novel and dramas since World War II. Students will read masters of the southern short story—writers like Eudora Welty and Flannery O'Connor. The unit also explores works by Richard Wright and Ralph Ellison, whose</p>	<p>Read works of the twentieth century, focusing on the earlier decades.</p> <p>Consider aspects of modernism (such as anxiety) in their historical context.</p> <p>Explain both the breakdown and affirmation of form and meaning in modernist literature.</p> <p>Analyze dystopian literature, considering the problems inherent in</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>CC11-12RI5: 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>CC11-12W7: 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>CC11-12W8: 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</p>	<p>texts expose tensions within the emerging African American literary tradition. The 1960s are rich with both informational and literary works mirroring profound cultural shifts in the American landscape. This unit also emphasizes how the changing political landscape, including the words of leaders like John Fitzgerald Kennedy and Ronald Reagan, shaped the world in which we live.</p>	<p>fashioning a perfect person or society.</p> <p>Consider how poems in this unit reflect on poetry itself and its possibilities.</p> <p>Write research papers in which they consult literary criticism and historical materials.</p> <p>Consider the implications of modern versions of classical works.</p> <p>Examine the musical allusions and their meanings in twentieth-century poetical works in seminars.</p> <p>Pursue focused questions in depth over the course of one or two class sessions.</p> <p>Understand absurdist and existential philosophy as it applies to literature and theatre.</p> <p>Research the literature they have read over the course of the year and the concepts they have studied.</p>	<p><u>Suggested Summative Assessments:</u></p> <p>Seminar and Essay: Discuss the characterization techniques authors use to create Huckleberry Finn, Jay Gatsby, and John Grady Cole. How are they the same? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support your original thesis statement. (CC11-12RL3, CC11-12W2, CC11-12SL1, CC11-12L5)</p> <p>Seminar and Essay: Compare a scene from the 1951 film of <i>A Streetcar Named Desire</i> with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author’s intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL7, CC11-12W2, CC11-12SL1)</p> <p>Seminar and Essay: “How do Willy Loman and Tommy Wilhelm contend with being ‘nobody’?” Cite at least three pieces of evidence to support an original thesis statement. (CC11-12RL9, CC11-12W2, CC11-12SL1, CC11-12W9a)</p> <p>Oral Presentation: Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences one’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, pauses, etc.). (CC11-12RL4, CC11-12W6, CC11-12SL4, CC11-12SL5, CC11-12SL6)</p> <p>Research Paper: Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support your original thesis statement. (CC11-12RL1, CC11-12W7, CC11-12W8, CC11-12W9)</p> <p>Oral Commentary: Students will be given an unseen passage from a contemporary novel, poem, or short story and asked to provide a ten minute commentary on two of the following questions:</p> <ul style="list-style-type: none"> • What are the effects of the dominant images uses in this extract? • Identify the poetic techniques used in this poem (or extract from a poem). Relate them to the content. • What do you think the important themes in this extract are? (CC11-12RL1, CC11-12RL4, CC11-12SL4)

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>citation.</p> <p>CC11-12SL1(a-d): 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>CC11-12L6: 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>			

Interactive Mathematics Program Curriculum Framework

School: The Delaware MET Curricular Tool: IMP Grade or Course Year 1 (grade 9)

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessments
Unit One: Patterns Timeline: 13 days			
<p>Interpret expressions that represent a quantity in terms of its context. CC.A-SSE.1</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 f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. CC.F-IF.1</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 $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i> CC.F-IF.3</p> <p>Write a function that describes a relationship between two quantities. CC.F-BF.1</p> <p>Determine an explicit expression, a recursive process, or steps for calculation from a context. CC.F-BF.1a</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. CC.F-BF.2</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. CC.G-CO.1</p>	<p>Patterns emphasizes extended, open-ended exploration and the search for patterns. Important mathematics introduced or reviewed in Patterns includes In-Out tables, functions, variables, positive and negative numbers, and basic geometry concepts related to polygons. Proof, another major theme, is developed as part of the larger theme of reasoning and explaining. Students' ability to create and understand proofs will develop over their four years in IMP; their work in this unit is an important start.</p> <p>This unit focuses on several mathematical ideas:</p> <ul style="list-style-type: none"> Finding, analyzing, and generalizing geometric and numeric patterns Analyzing and creating In-Out tables Using variables in a variety of ways, including to express generalizations Developing and using general principles for working with variables, including the distributive property Working with order-of-operations rules for arithmetic Using a concrete model to understand and do arithmetic with positive and negative integers Applying algebraic ideas, including In-Out tables, in geometric settings Developing proofs concerning consecutive sums and other topics 	<p>Can students use variables and algebraic expressions to represent concrete situations, generalize results, and describe functions?</p> <p>Can students use different representations of functions—symbolic, graphical, situational, and numerical—and understanding the connections between these representations?</p> <p>Can students use function notation?</p> <p>Can students model, and computing with signed numbers?</p> <p>Can students solve equations using trial and error?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
Unit Two: Game of Pig Timeline: 17 days			
<p>Represent data with plots on the real number line (dot plots, histograms, and box plots). CC.S-ID.1</p> <p>Distinguish between correlation and causation. CC.S-ID.9</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> CC.S-IC.2</p> <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”). CC.S-CP.1</p> <p>Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. CC.S-CP.2</p> <p>Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. CC.S-CP.3</p> <p>Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A and interpret the answer in terms of the model. CC.S-CP.6</p> <p><i>Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</i> CC.S-CP.7 – supplementary lesson is being developed by the publisher</p> <p><i>Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$,</i></p>	<p>As an introduction to the probability concepts and skills needed to analyze the game of Pig, students work on a variety of problems involving chance occurrences. Through these experiences, they develop an understanding of the concept of expected value and learn to calculate expected value using an area model. They also encounter some real-life “games,” such as buying insurance and playing the lottery, and discover that in such situations, expected value may not be the sole criterion for making a decision.</p> <p>In the unit activities, students explore these important mathematical ideas:</p> <ul style="list-style-type: none"> • Learning what constitutes a “complete strategy” for a game and developing and analyzing strategies • Calculating probabilities as fractions, decimals, and percents by emphasizing equally likely outcomes and by constructing mathematical models, including area models and tree diagrams • Determining whether events are independent • Using the idea of “in the long run” to develop the concept of expected value and calculating and interpreting expected values • Solving problems involving conditional probability • Making and interpreting frequency bar graphs • Using simulations to estimate probabilities and compare strategies • Comparing the theoretical analysis of a situation with experimental results 	<p>Can students apply basic methods for calculating probabilities?</p> <p>Can students construct area models and tree diagrams?</p> <p>Can students distinguish between theoretical and experimental probabilities?</p> <p>Can students plan and carry out simulations?</p> <p>Can students collect and analyze data?</p> <p>Can students construct frequency bar graphs?</p> <p>Can students calculate, and interpret expected value?</p> <p>Can students apply the concept of expected value to real-world situations?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
<p><i>and interpret the answer in terms of the model. CC.S-CP.8 - unit supplement to be developed</i></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. CC.S-MD.1</p> <p>Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. CC.S-MD.2</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 multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i> CC.S-MD.3</p> <p>Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. CC.S-MD.5</p> <p>Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</i> CC.S-MD.5a</p> <p>Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i> CC.S-MD.5b</p> <p>Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). CC.S-MD.6</p> <p>Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of a game). CC.S-MD.7</p>	<ul style="list-style-type: none"> Examining how the number of trials in a simulation affects the results 		

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
Unit Three: The Overland Trail Timeline: 18 days			
<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. CC.N-Q.1</p> <p>Define appropriate quantities for the purpose of descriptive modeling. CC.N-Q.2</p> <p>Interpret parts of an expression, such as terms, factors, and coefficients. CC.A-SSE.1a</p> <p>Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> CC.A-SSE.2</p> <p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. CC.A-SSE.3</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> CC.A-CED.1</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. CC.A-REI.1</p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CC.A-REI.3</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). CC.A-</p>	<p>Building on students' work in <i>Patterns</i>, this unit develops the central mathematical idea of functions and their representations. Students will move among the following four "faces" of functions: situations, graphs, tables and rules.</p> <p>The focus of this unit is on linear functions. Students will use starting values and rate of change to characterize linear functions, build In-Out tables, draw graphs, and write equations to represent specific contexts. They will use tables, graphs, and symbols to solve linear equations and systems of linear equations. They will fit lines to real data and use graphs and symbols representing these lines to solve problems in the context of the unit.</p> <p>The main concepts and skills that students will encounter and practice during the course of this unit can be summarized by category.</p> <p>Constraints and Decision Making</p> <ul style="list-style-type: none"> • Creating examples that fit a set of constraints • Finding numbers that fit several conditions • Using tables of information and lines of best fit to make predictions and estimates • Working with mean and median <p>Algorithms, Variables, and Notation</p> <ul style="list-style-type: none"> • Strengthening understanding of the distributive property • Developing numeric algorithms for problem situations 	<p>Can students interpret graphs and use graphs to represent situations?</p> <p>Can students relate graphs to their equations, with emphasis on linear relationships?</p> <p>Can students solve pairs of linear equations by graphing?</p> <p>Can students fit equations to data, both with and without graphing calculators?</p> <p>Can students develop and use principles for equivalent expressions, including the distributive property?</p> <p>Can students use the distributive property?</p> <p>Can students apply principles for equivalent equations to solve equations?</p> <p>Can students solve linear equations in one variable?</p> <p>Do students understand relationships between the algebraic expression defining a linear function and the graph of that function?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
<p>REI.10</p> <p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. CC.A-REI.11</p> <p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. CC.F-IF.2</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> CC.F-IF.4</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 $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> CC.F-IF.5</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. CC.F-IF.6</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. CC.F-IF.7</p>	<ul style="list-style-type: none"> Expressing algorithms in words and symbols Interpreting algebraic expressions in words using summary phrases Developing meaningful algebraic expressions <p>Basics of Graphing</p> <ul style="list-style-type: none"> Reviewing the coordinate system Interpreting graphs intuitively and using graphs intuitively to represent situations Making graphs from tabular information Quantifying graphs with appropriate scales Using graphs to represent two-variable equations and data sets Using multiple representations—graphs, tables, and algebraic relationships—to describe situations <p>Linear Equations, Graphs, and Situations</p> <ul style="list-style-type: none"> Finding and interpreting lines of best fit intuitively Seeing the role of constant rate in linear situations Using rates and starting values, or other data points, to create equations for straight lines Laying the groundwork for the concept of slope Using the point of intersection of two graphs to find values that satisfies two conditions Solving linear equations for one variable in terms of another Solving problems involving two linear conditions Solving linear equations in one variable 		

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
<p>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. CC.F-IF.7b</p> <p>Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. CC.F-LE.1a</p> <p>Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. CC.F-LE.1b</p> <p>Interpret the parameters in a linear or exponential function in terms of a context. CC.F-LE.5</p> <p>Represent data on two quantitative variables on a scatter plot and describe how the variables are related. CC.S-ID.6</p> <p>Use a model function fitted to the data to solve problems in the context of the data. <i>Use given model functions or choose a function suggested by the context. Emphasize linear and exponential models.</i> CC.S-ID.6a</p> <p><i>Informally assess the fit of a model function by plotting and analyzing residuals.</i> CC.S-ID.6b – unit supplement to be developed</p> <p>Fit a linear function for scatter plots that suggest a linear association. CC.S-ID.6c</p> <p>Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data. CC.S-ID.7</p> <p><i>Compute (using technology) and interpret the correlation coefficient of a linear fit.</i> CC.S-ID.8 – supplementary lesson is being developed by the publisher</p>	<p>Graphs and Technology</p> <ul style="list-style-type: none"> • Making and interpreting graphs on a graphing calculator • Using the zoom and trace features to get information from a graphing calculator 		

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
Unit Four: The Pit and the Pendulum Timeline: 18 day (90 minute blocks)			
<p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.N-Q.3</p> <p>Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> CC.A-SSE.1b</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. CC.F-IF.7</p> <p>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. CC.F-IF.7b</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. CC.F-BF.3</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). CC.F-LE.2</p> <p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. CC.S-ID.2</p> <p>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). CC.S-ID.3</p>	<p>This unit draws on and extends students' work in the first three units. It blends scientific experiments with the statistical concepts of normal distribution and standard deviation and the algebra of functions and graphs. The main concepts and skills that students will encounter and practice during the course of this unit are summarized below. References to graphing calculators should be understood to include other technology that might be available.</p> <p>Experiments and Data</p> <ul style="list-style-type: none"> • Planning and performing controlled scientific experiments • Working with the concept of period • Recognizing and accommodating for the phenomenon of measurement variation • Collecting and analyzing data • Expressing experimental results and other data using frequency bar graphs <p>Statistics</p> <ul style="list-style-type: none"> • Recognizing the normal distribution as a model for certain kinds of data • Making area estimates to understand the normal distribution • Developing concepts of data spread, especially standard deviation • Working with symmetry and concavity in connection with the normal distribution and standard deviation • Applying standard deviation and the normal distribution in problem contexts • Distinguishing between population standard deviation and sample • Calculating the mean and standard deviation of data sets, both by hand and 	<ul style="list-style-type: none"> • Can students describe normal distributions and their properties? • Can students use mean and standard deviation? • Can students use normal distribution, mean, and standard deviation? 	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
<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. CC.S-ID.4</p> <p>Understand that statistics is a process for making inferences about population parameters based on a random sample from that population. CC.S-IC.1</p> <p>Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i> CC.S-MD.4</p>	<p>with calculators</p> <ul style="list-style-type: none"> Using standard deviation to decide whether a variation in experimental results is significant <p>Functions and Graphs</p> <ul style="list-style-type: none"> Using function notation Using graphing calculators to explore the graphs of various functions Fitting a function to data using a graphing calculator Making predictions based on curve-fitting 		
Unit Five: Shadows Timeline: 17 days			
<p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> CC.A-CED.4</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. CC.G-CO.1</p> <p>Use geometric descriptions of rigid motions to transform figures and to predict the effect of a rigid motion on a figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. CC.G-CO.6</p> <p>Explain using rigid motions the meaning of congruence for triangles as the equality of all corresponding pairs of sides and all corresponding pairs of angles. CC.G-CO.7</p>	<p>The concept of similarity is the central theme of this unit. Through this concept, students explore the following important ideas from geometry and algebra.</p> <p>Similarity and Congruence</p> <ul style="list-style-type: none"> Developing intuitive ideas about the meaning of “same shape” and learning the formal definitions of similar and congruent Discovering the special properties of triangles in connection with similarity, as well as other features of triangles as special polygons Understanding the role of similarity in defining the trigonometric functions of sine, cosine and tangent <p>Proportional Reasoning and the Algebra of Proportions</p> <ul style="list-style-type: none"> Understanding the meaning of 	<p>Do students understand the meaning of angles and angle measurement?</p> <p>Can students apply the relationships among angles of polygons, including angle-sum formulas?</p> <p>Can students apply criteria for similarity and congruence?</p> <p>Can students use properties of similar polygons to solve real-world problems?</p> <p>Can students use similarity to define right-triangle trigonometric functions?</p> <p>Can students apply right-</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
<p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence. CC.G-CO.8</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 line segment are exactly those equidistant from the segment's endpoints.</i> CC.G-CO.9</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.</i> CC.G-CO.10 – supplementary lessons are being developed by the publisher to cover theorems not already included in the curriculum.</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.</i> CC.G-CO.11 – supplementary lessons are being developed by the publisher to cover theorems not already included in the curriculum.</p> <p>Verify experimentally the properties of dilations: A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. CC.G-SRT.1a</p> <p>Verify experimentally the properties of dilations: The dilation of a line segment is longer or shorter in the ratio given by the scale factor. CC.G-SRT.1b</p> <p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar;</p>	<p>proportionality in connection with similarity</p> <ul style="list-style-type: none"> Developing equations of proportionality from situations involving similar figures Understanding the role of proportionality in nongeometric situations Developing techniques for solving equations involving fractional expressions <p>Polygons and Angles</p> <ul style="list-style-type: none"> Developing angle sum formulas for triangles and other polygons Discovering the properties of angles formed by a transversal across parallel lines Discovering the triangle inequality and investigating its extension to polygons <p>Logical Reasoning and Proof</p> <ul style="list-style-type: none"> Working with the concept of counterexample in understanding the criteria for similarity Proving conjectures about vertical and polygon angle sums Understanding the role of the parallel postulate in proofs <p>Right Triangles and Trigonometry</p> <ul style="list-style-type: none"> Learning standard terminology for triangles, including hypotenuse, leg, opposite side, and adjacent side Learning the right triangle definitions of <i>sine</i>, <i>cosine</i>, and <i>tangent</i> Using sine, cosine, and tangent to solve real-world problems <p>Experiments and Data Analysis</p> <ul style="list-style-type: none"> Planning and carrying out controlled experiments Collecting and analyzing data 	<p>triangle trigonometry to real-world problems?</p> <p>Do students understand the meaning of angles and their measurement?</p> <p>Do students recognize relationships among angles of polygons, including angle-sum formulas?</p> <p>Can students define and apply properties of similarity and congruence?</p> <p>Can students use properties of similar polygons to solve real-world problems?</p> <p>Can students use similarity to define right-triangle trigonometric functions?</p> <p>Can students apply right-triangle trigonometry to real-world problems?</p>	

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessments
<p>explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides. CC.G-SRT.2</p> <p>Use the properties of similarity transformations to establish the AA criterion for similarity of triangles. CC.G-SRT.3</p> <p>Prove theorems about triangles using similarity transformations. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean theorem proved using triangle similarity.</i> CC.G-SRT.4</p> <p>Use triangle congruence and similarity criteria to solve problems and to prove relationships in geometric figures. CC.G-SRT.5</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. CC.G-SRT.6</p> <p>Explain and use the relationship between the sine and cosine of complementary angles. CC.G-SRT.7</p> <p>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. CC.G-SRT.8</p> <p>Find the point on a directed line segment between two given points that divide the segment in a given ratio. CC.G-GPE.6</p>	<ul style="list-style-type: none"> Identifying key features in graphs of data <p>Mathematical Modeling</p> <ul style="list-style-type: none"> Using a geometric diagram to represent a real-world situation Using scale drawings to solve problems Applying properties of similar triangles to real-world situations Exploring how models provide insight in a variety of situations 		
<p>Assessment Opportunities in this Unit:</p> <p>End-of-Unit Assessments: Each unit concludes with in-class and take-home assessments. The in-class assessment is intentionally short so that time pressures will not affect student performance. Students may use graphing calculators and their notes from previous work when they take the assessments.</p> <p>On-Going Assessments: Ongoing assessment includes the daily work of determining how well students understand key ideas and what level of achievement they have attained in acquiring key skills. Students' written and oral work provides many opportunities for teachers to gather this information.</p> <ul style="list-style-type: none"> <i>Presentations on Calculator Exploration:</i> These presentations will give you information on how comfortable students are with calculators and open-ended investigation. 			

- *Pulling Out Rules:* This activity will help you gauge how well students understand the basic ideas of In-Out tables and evaluate their ability in writing rules to describe tables.
- *You're the Chef:* This summary activity will tell you how well students understand the arithmetic of positive and negative integers.
- *Presentations on Consecutive Sums:* These presentations will indicate how students are developing in their ability to conduct independent mathematical investigations.
- *An Angular Summary:* This activity will help you gauge students' understanding of the sum of the angles in a polygon and related formulas.
- *Border Varieties:* This activity will reflect students' understanding of the use of variables.
- *Pig Strategies:* This activity will help you gauge how well students understand the rules of Pig and assess their comfort level with the idea of strategy.
- *0 to 1, or Never to Always:* This activity will illustrate students' grasp of the 0-to-1 scale for probability.
- *Two-Dice Sums and Products:* This activity will show how well students understand and can work with two-dimensional area models.
- *Spinner Give and Take:* This activity can provide a baseline of students' initial understanding of the meaning of "the long run," in preparation for work with expected value.
- *Spins and Draws:* This activity will tell you how well students understand and can work with expected value.
- *A Fair Deal for the Carrier?:* This activity will inform you about students' ability to find probabilities in two-stage situations.
- *Little Pig Strategies:* This activity will tell you how well prepared students are for the detailed analysis of Little Pig.
- *The Best Little Pig:* This activity will inform you of students' grasp of the big picture in the analysis of Little Pig.
- *Creating Families:* This assignment will give you information on how well students can deal with verbal constraints.
- *Laced Travelers:* This activity will tell you whether students can put arithmetic processes into words.
- *Ox Expressions at Home:* This assignment will help you assess how well students understand meaningful algebraic expressions
- *Graph Sketches:* This activity will give you a sense of how well students understand graphs.
- *Who Will Make It?* This activity can help you gauge students' ability to make meaningful inferences from graphs.
- *All Four, One--Linear Functions:* This assignment will give you information about students' understanding of the connections among different ways to represent a situation.
- *Straight Line Reflections:* This activity will give you a sense of how well students understand concepts related to straight-line graphs.
- *More Fair Share for Hired Hands:* This assignment can provide information on student understanding of the connection between graphs and equations.
- *Family Comparisons by Algebra:* This activity will help you evaluate students' ability to represent situations using equations and their facility with solving linear equations.
- *Initial Experiments:* This activity will tell you how well students understand the idea of isolating a single variable.
- *Pulse Analysis:* This assignment will tell you about students' understanding of mean and frequency bar graphs.
- *Kai and Mai Spread Data:* This activity will give you a baseline of information about students' understanding of data spread.
- *Penny Weight Revisited:* This activity will guide you in determining students' intuitive understanding of standard deviation.
- *Pendulum Conclusions:* This assignment will tell you how well students can reason using the concept of standard deviation.
- *Graphing Summary:* This activity will give you information on what students know about the shape of graphs of various functions.
- *Mathematics and Science:* This assignment will give you insight into what students see as the key ideas of the unit.
- *Shadow Data Gathering and Working with Shadow Data:* These activities, which ask students to set up and conduct controlled experiments (as in the unit *The Pit and the Pendulum*), will provide evidence of their understanding of the unit problems.
- *Similar Problems:* This assignment will provide evidence of students' ability to write and solve proportions derived from similar figures.
- *Angles and Counterexamples:* This activity will help you assess students' ability to create and solve linear equations derived from a geometric context and their developing understanding of similarity.
- *Angles, Angles, Angles:* This assignment will give you information on students' knowledge of facts about angles created by intersecting lines (including

transversals of parallel lines) and interior angles of polygons.

- *Mirror Madness*: This activity will tell you whether students can use the reflective property of mirrors along with the concept of similarity to do indirect measurement.
- *A Shadow of a Doubt*: This activity will provide evidence about whether students understand the general solution to the lamp shadow problem.
- *The Tree and the Pendulum*: This assignment will illustrate students' ability to use trigonometry to do indirect measurement.
- *A Bright, Sunny Day*: This activity will provide evidence of students' understanding of the general solution to the sun shadow problem.

NOTE: When developed in Phase II, individual units will better define the assessment tools and demonstrate how they will be used formatively and summative.

Interactive Mathematics Program Curriculum Framework

School: The Delaware MET

Curricular Tool: IMP

Grade or Course: Year 2 (grade 10)

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
Unit One: Do Bees Build it Best? Timeline: 20 days			
<p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. CC.N-Q.3</p> <p>Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. CC.A-REI.2</p> <p>Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.A-REI.4b</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 $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> CC.F-IF.5</p> <p>Prove theorems about triangles using similarity transformations. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean theorem proved using triangle similarity.</i> CC.G-SRT.4</p> <p>Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. CC.G-SRT.8</p> <p>Prove the Laws of Sines and Cosines and use them to solve problems. CC.G-SRT.10</p>	<p>The regular form of a honeycomb is striking. Viewed end on, honeycomb cells resemble the hexagonal tiles on a bathroom floor. But a honeycomb is a three-dimensional object, a collection of right hexagonal prisms. Why do bees build their honeycombs this way?</p> <p>Concepts of measurement—especially area, surface area, and volume—are the mathematical focus of this unit. The main concepts and skills that students will encounter and practice during the unit are summarized by category here.</p> <p>Area</p> <ul style="list-style-type: none"> • Understanding the role of units in measuring area • Establishing standard units for area, especially those based on units of length • Recognizing that a figure's perimeter alone does not determine its area • Discovering formulas for the areas of rectangles, triangles, parallelograms, and trapezoids • Establishing that a square has the greatest area of all rectangles with a fixed perimeter • Developing a formula for the area of a regular polygon with a given perimeter in terms of the number of sides • Discovering that for a fixed perimeter, the more sides a regular polygon has, the greater its area • Discovering that the ratio of the areas of similar figures is equal to the square of the ratio of their corresponding linear dimensions 	<p>Can students measure area using both standard and nonstandard units?</p> <p>Can students use several methods for finding areas of polygons, including development of formulas for area of triangles, rectangles, parallelograms, trapezoids, and regular polygons?</p> <p>Can students find surface area and volume for three-dimensional solids, including prisms and cylinders?</p> <p>Can students apply the Pythagorean theorem?</p> <p>Can students prove the Pythagorean theorem?</p> <p>Can students maximize area for a given perimeter?</p> <p>Do students understand the relationship between the areas and volumes of similar figures?</p> <p>Can students create successful tessellations?</p> <p>Can students apply right triangle trigonometry to area and perimeter problems?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
<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). CC.G-SRT.11</p> <p>Give an informal argument for the formulas for the volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i> CC.G-GMD.1</p> <p><i>Given an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</i> CC.G-GMD.2 – unit supplement to be developed</p> <p>Use volume formulas for cylinders, pyramids, cones and spheres to solve problems. CC.G-GMD.3</p> <p>Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. CC.G-GMD.4</p> <p>Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios). CC.G-MG.3</p>	<p><i>The Pythagorean Theorem</i></p> <ul style="list-style-type: none"> Discovering the Pythagorean theorem by comparing the areas of the squares constructed on the sides of a right triangle Proving the Pythagorean theorem using an area argument Applying the Pythagorean theorem in a variety of situations <p><i>Surface Area and Volume</i></p> <ul style="list-style-type: none"> Understanding the role of units in measuring surface area and volume Establishing standard units for surface area and volume, especially those based on a unit of length Recognizing that a solid figure's surface area alone does not determine its volume Developing principles relating the volume and surface area of a prism to the area and perimeter of its base Discovering that the ratio of the surface areas of similar solids is equal to the square of the ratio of their corresponding linear dimensions, and that the ratio of the volumes of similar solids is equal to the cube of the ratio of their corresponding linear dimensions <p><i>Trigonometry</i></p> <ul style="list-style-type: none"> Reviewing right-triangle trigonometry Finding the ranges of the basic trigonometric functions (for acute angles) Using the terminology and notation of inverse trigonometric functions <p><i>Miscellaneous</i></p> <ul style="list-style-type: none"> Reviewing similarity Reviewing the triangle inequality Reviewing the angle sum property for triangles Strengthening two- and three-dimensional spatial visualization skills Examining the concept of tessellation and 		

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessment
	<p>discovering which regular polygons tessellate</p> <ul style="list-style-type: none"> Developing some properties of square-root radicals Developing the general concept of an inverse function 		
Unit Two: Cookies Timeline: 18 days			
<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. CC.A-CED.1</i></p> <p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. CC.A-CED.2</p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. CC.A-CED.3</i></p> <p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CC.A-REI.3</p> <p><i>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. CC.A-REI.5 – supplementary lesson is being developed by the publisher</i></p> <p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. CC.A-REI.6</p>	<p>The central mathematical focus of <i>Cookies</i> is the formulation and solution of problems of optimization, or linear programming problems. In problems of this type, a linear function is to be optimized and a set of linear conditions constrains the possible solutions. Linearity is an important feature of these two-variable problems, in two ways:</p> <ul style="list-style-type: none"> The constraints are linear, so the feasible region is a polygon and its vertices can be found by solving pairs of linear equations. The expression to be maximized or minimized is linear, so the points that give this expression a particular value lie on a straight line, and investigating a series of values produces a family of parallel lines. <p>The linear programming problems that students encounter in this unit involve only two variables and a limited number of constraints. Their solutions are therefore easier to understand graphically, and the algebra needed to find their exact solutions is manageable.</p> <p>The main concepts and skills that students will encounter and practice during the unit are summarized here.</p> <p>Using Variables to Represent Problems</p> <ul style="list-style-type: none"> Expressing and interpreting constraints using inequalities Expressing problem situations using systems of linear equations <p>Working with Variables, Equations, and</p>	<p>Can students express real-world situations in terms of equations and inequalities?</p> <p>Can students apply the distributive property?</p> <p>Can students use several methods for solving systems of linear equations in two variables?</p> <p>Can students define and recognize dependent, inconsistent, and independent pairs of linear equations?</p> <p>Can students solve non-routine equations using graphing calculators?</p> <p>Can students write and graph linear inequalities in two variables?</p> <p>Can students use principles of linear programming for two variables?</p> <p>Can students create linear programming problems with two variables?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
<p>Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$. CC.A-REI.7</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 halfplanes. CC.A-REI.12</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> CC.F-IF.4</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.F-IF.7a</p>	<p><i>Inequalities</i></p> <ul style="list-style-type: none"> Finding equivalent expressions and inequalities Solving linear equations for one variable in terms of another Developing and using a method for solving systems of two linear equations in two unknowns Recognizing inconsistent systems and dependent systems <p><i>Graphing</i></p> <ul style="list-style-type: none"> Graphing linear inequalities and systems of linear inequalities Finding the equation of a straight line and the inequality for half plane Using graphing calculators to draw feasible regions Relating the intersection point of graphed lines to the common solution of the related equations Using graphing calculators to estimate coordinates of points of intersection <p><i>Reasoning Based on Graphs</i></p> <ul style="list-style-type: none"> Recognizing that setting a linear expression equal to a series of constants produces a family of parallel lines Finding the maximum or minimum of a linear equation over a region Examining how the parameters in a problem affect the solution Developing methods of solving linear programming problems with two variables <p><i>Creating Word Problems</i></p> <ul style="list-style-type: none"> Creating problems that can be solved using two equations in two unknowns Creating problems that can be solved by linear programming methods 		

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessment
Unit Three: Is There Really a Difference? Timeline: 21 days			
<p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data. CC.S-ID.5</p> <p>Distinguish between correlation and causation. CC.S-ID.9</p> <p>Understand that statistics is a process for making inferences about population parameters based on a random sample from that population. CC.S-IC.1</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> CC.S-IC.2</p> <p>Recognize the purposes of and differences among sample surveys, experiments and observational studies; explain how randomization relates to each. CC.S-IC.3</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. CC.S-IC.4</p> <p>Use data from a randomized experiment to compare two treatments; justify significant differences between parameters through the use of simulation models for random assignment. CC.S-IC.5</p> <p>Evaluate reports based on data. CC.S-IC.6</p> <p>Construct and interpret two-way frequency tables of data when two categories are associated with each</p>	<p>The unit explores two categories of problems:</p> <ul style="list-style-type: none"> Problems that compare a single population to a theoretical model (the theoretical-model case) Problems that compare two distinct populations (the two-population case) <p>Students learn that statisticians often presume that a “neutral” hypothesis, called a null hypothesis, holds unless there is clear evidence to the contrary. In the context of the two categories of problems, the null hypothesis is that the single population <i>does</i> fit the model or that the two populations being studied <i>are</i> the same. Students learn that to evaluate the null hypothesis, they must examine whether the observed data could reasonably have occurred under that null hypothesis.</p> <p>In the course of studying such questions, students will</p> <ul style="list-style-type: none"> work with double-bar graphs to explore data form hypotheses and corresponding null hypotheses develop an intuitive sense for evaluating differences between sets of data learn ways of organizing and presenting data learn about designing and carrying out statistical studies <p>This unit builds on students’ prior experience with statistical ideas in the Year 1 unit <i>The Pit and the Pendulum</i>. In that unit, students worked with the normal distribution and used the standard deviation statistic as their primary tool. In this unit, students use the chi-square statistic, or χ^2 statistic. In the main activities of the unit, students use the χ^2 statistic only in the case of one degree of freedom. Supplemental activities explore more general use of the statistic.</p>	<p>Can students draw inferences from statistical data?</p> <p>Can students design, conduct, and interpret statistical experiments?</p> <p>Can students make and test statistical hypotheses?</p> <p>Can students formulate null hypotheses and understand its role in statistical reasoning?</p> <p>Can students use the χ^2 statistic?</p> <p>Do students understand that tests of statistical significance do not lead to definitive conclusions?</p> <p>Can students solve problems that involve conditional probability?</p>	<p>All assessments are listed at the end of the curriculum map.</p>



Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessment
<p>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 class will favor science given that the student is a boy. Do the same for other subjects and compare the results.</i> CC.S-CP.4</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 being unemployed if you are female with the chance of being female if you are unemployed.</i> CC.S-CP.5</p> <p>Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i> CC.S-MD.4</p>	<p>Although the unit makes intensive use of the χ^2 statistic, the real emphasis is on broader statistical ideas, such as the null hypothesis, sampling fluctuation, and hypothesis testing. The main concepts and skills that students will encounter and practice during the course of this unit are summarized by category here.</p> <p>Setting Up Statistical Investigations</p> <ul style="list-style-type: none"> • Distinguishing between data snooping and hypothesis testing • Describing the characteristics of a good sample • Making null hypotheses • Using proportional reasoning to analyze the consequences of a null hypothesis • Designing and conducting statistical experiments <p>Interpreting Data</p> <ul style="list-style-type: none"> • Making hypotheses about larger populations by analyzing sample data • Constructing and drawing inferences from charts, tables, and graphs, including frequency bar graphs and double-bar graphs • Determining whether to accept or reject a null hypothesis • Understanding the consequences of rejecting a null hypothesis • Interpreting statistical experiments and communicating the outcomes <p>The χ^2 Statistic</p> <ul style="list-style-type: none"> • Developing intuition about the meaning of the χ^2 statistic • Using simulations to estimate the χ^2 distribution • Interpreting the χ^2 distribution curve as a probability table • Calculating and interpreting the χ^2 statistic in order to compare data from real-world situations to theoretical models 		

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
	<ul style="list-style-type: none"> Calculating and interpreting the χ^2 statistic in order to compare two populations Using the χ^2 statistic to make decisions Understanding some limitations in applying the χ^2 statistic <p>Related Concepts</p> <ul style="list-style-type: none"> Working with conditional probabilities Using simulations to develop intuition and to obtain data about sampling fluctuation Developing intuition about when differences in samples indicate that the larger populations are likely to be different Understanding why neither numeric difference nor percentage difference is an adequate tool for measuring the “weirdness” of data Reviewing the normal distribution and standard deviation and their applications to decision making 		
Unit Four: Fireworks Timeline: 13 days			
<p>Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> CC.A-SSE.2</p> <p>Factor a quadratic expression to reveal the zeros of the function it defines. CC.A-SSE.3a</p> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. CC.A-SSE.3b</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. CC.A-APR.1</p> <p><i>Know and apply the Remainder Theorem: For a</i></p>	<p><i>Fireworks</i> focuses on the use of quadratic functions to represent a variety of real-world situations and on the development of algebraic skills for working with those functions. Experiences with graphs play an important role in understanding the behavior of quadratic functions.</p> <p>The main concepts and skills students will encounter and practice during the unit are summarized here.</p> <p>Mathematical Modeling</p> <ul style="list-style-type: none"> Expressing real-world situations in terms of functions and equations Applying mathematical tools to models of real-world problems Interpreting mathematical results in terms of real-world situations 	<p>Can students solve quadratic equations by factoring?</p> <p>Can students relate the number of roots of a quadratic equation to the graph of the associated quadratic function?</p> <p>Can students use the method of completing the square to analyze the graphs of quadratic equations and to solve quadratic equations?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
<p><i>polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. CC.A-APR.2 - unit supplement to be developed</i></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. CC.A-APR.3</p> <p>Solve quadratic equations in one variable. CC.A-REI.4</p> <p>Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. CC.A-REI.4a</p> <p>Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. CC.A-REI.4b</p> <p>Graph linear and quadratic functions and show intercepts, maxima, and minima. CC.F-IF.7a</p> <p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. CC.F-IF.7c</p> <p>Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. CC.F-IF.8</p> <p>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. CC.F-IF.8a</p>	<p><i>Graphs of Quadratic Functions</i></p> <ul style="list-style-type: none"> Understanding the roles of the vertex and x-intercept in the graphs of quadratic functions Recognizing the significance of the sign of the x^2 term in determining the orientation of the graph of a quadratic function Using graphs to understand and solve problems involving quadratic functions <p><i>Working with Algebraic Expressions</i></p> <ul style="list-style-type: none"> Using an area model to understand multiplication of binomials, factoring of quadratic expressions, and completing the square of quadratic expressions Transforming quadratic expressions into vertex form Simplifying expressions involving parentheses Identifying certain quadratic expressions as perfect squares <p><i>Solving Quadratic Equations</i></p> <ul style="list-style-type: none"> Interpreting quadratic equations in terms of graphs and vice versa Estimating x-intercepts using a graph Finding roots of an equation using the vertex form of the corresponding function Using the zero product rule of multiplication to solve equations by factoring 		

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
<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> CC.F-IF.9</p> <p>Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. CC.F-BF.3</p>			
Unit Five: All About Alice Timeline: 12 days			
<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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i> CC.N-RN.1</p> <p>Rewrite expressions involving radicals and rational exponents using the properties of exponents. CC.N-RN.2</p> <p><i>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.</i> CC.N-RN.3 – supplementary lesson is being developed by the publisher</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</i></p>	<p>Unlike most other IMP units, All About Alice has no central problem to solve. Instead, there is a general context to the unit. In particular, the Alice story provides a metaphor for understanding exponents. When Alice eats an ounce of cake, her height is multiplied by a particular whole-number amount; when she drinks an ounce of beverage, her height is multiplied by a particular fractional amount. Using this metaphor, students reason about exponential growth and decay.</p> <p>Students use several approaches to extend exponentiation beyond positive integers: a contextual situation, algebraic laws, graphs, and number patterns. They then apply principles of exponents to study logarithms and scientific notation.</p> <p>The main concepts and skills students will encounter and practice during the course of this unit are summarized by category here.</p>	<p>Can students use exponential expressions, including zero, negative, and fractional exponents?</p> <p>Can students apply the laws of exponents?</p> <p>Can students use scientific notation?</p> <p>Can students use the concept of order of magnitude in estimation?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts and Big Ideas from IMP	Essential Questions	Assessment
<p><i>mortgage payments.</i> CC.A-SSE.4</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.F-IF.7e</p> <p>Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i> CC.F-IF.8b</p> <p>Find inverse functions. CC.F-BF.4</p> <p>Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ for $x > 0$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i> CC.F-BF.4a</p> <p>Verify by composition that one function is the inverse of another. CC.F-BF.4b</p> <p>Read values of an inverse function from a graph or a table, given that the function has an inverse. CC.F-BF.4c</p> <p>Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. CC.F-BF.5</p> <p>Distinguish between situations that can be modeled with linear functions and with exponential functions. CC.F-LE.1</p> <p>Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. CC.F-LE.1a</p>	<p><i>Extending the Operation of Exponentiation</i></p> <ul style="list-style-type: none"> Defining the operation for an exponent of zero Defining the operation for negative integer exponents Defining the operation for fractional exponents <p><i>Laws of Exponents</i></p> <ul style="list-style-type: none"> Developing the additive law of exponents Developing the law of repeated exponentiation <p><i>Graphing</i></p> <ul style="list-style-type: none"> Describing the graphs of exponential functions Comparing graphs of exponential functions for different bases Describing the graphs of logarithmic functions Comparing graphs of logarithmic functions for different bases <p><i>Logarithms</i></p> <ul style="list-style-type: none"> Understanding the meaning of logarithms Making connections between exponential and logarithmic equations <p><i>Scientific Notation</i></p> <ul style="list-style-type: none"> Converting numbers from ordinary notation to scientific notation, and vice versa Developing principles for doing computations using scientific notation Using the concept of order of magnitude in estimation 		

Standards Alignment	Unit Concepts and Big Ideas from <i>IMP</i>	Essential Questions	Assessment
<p>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. CC.F-LE.1c</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. CC.F-LE.3</p>			

Assessment Opportunities in this Unit:

End-of-Unit Assessments:

Each unit concludes with in-class and take-home assessments. The in-class assessment is intentionally short so that time pressures will not affect student performance. Students may use graphing calculators and their notes from previous work when they take the assessments.

Ongoing Assessment:

Assessment is a component in providing the best possible ongoing instructional program for students. Ongoing assessment includes the daily work of determining how well students understand key ideas and what level of achievement they have attained in acquiring key skills.

Students' written and oral work provides many opportunities for teachers to gather this information. Here are some recommendations of written assignments and oral presentations to monitor especially carefully that will offer insight into student progress.

- **How Many Can You Find?:** This assignment will inform you about how well students have understood the basics about the meaning of area.
- **That's All There Is!:** This activity will tell you how comfortable students are with a more open-ended approach to area.
- **More Gallery Measurements:** This activity will provide information on students' grasp of the fundamentals of right-triangle trigonometry.
- **Any Two Sides Work, Make the Lines Count, and The Power of Pythagoras:** These assignments will tell you about students' comfort with using the Pythagorean theorem.
- **Leslie's Fertile Flowers:** In this activity, students need to combine ideas about area with use of the Pythagorean theorem, so it will give you a sense of their facility with these concepts.
- **More Fencing, Bigger Corrals:** This activity, which involves how changes in linear dimensions affect area, will help you decide how much work students need on this topic.
- **Not a Sound:** This assignment will give you feedback on students' grasp of the concept of surface area.
- **Inequality Stories, Part I:** This assignment will give you information about students' understanding of how real-life contexts can be expressed in algebraic terms using inequalities.
- **Profitable Pictures:** This activity will tell you how well students understand how profit lines can be used to determine an optimal value.
- **Changing What You Eat:** In this assignment, students will demonstrate their understanding of how changing specific parameters in a problem affects the solution.
- **Get the Point:** This investigation will give you insight into students' abilities to think about systems of linear equations in flexible ways.
- **A Reflection on Money:** This assignment will give you information about students' comfort levels with solving systems of linear equations.
- **"How Many of Each Kind?" Revisited:** This activity will tell you how well students have synthesized the ideas of the unit.

- Changing the Difference, Part I: This work will give you information on students' sense of how probabilities behave with large samples.
- Loaded or Not?: This activity will tell you how well students can interpret experimental data.
- Decisions with Deviation: This assignment will provide information about students' understanding of how to use the normal distribution.
- Measuring Weirdness with χ^2 : This activity will give you information about students' understanding of how to calculate and use the χ^2 statistic.
- Late in the Day: This assignment will give you feedback on how well students can set up and analyze a situation using the χ^2 statistic.
- "Two Different Differences" Revisited: This activity will give you information on students' abilities to do a complete analysis of a situation using the χ^2 statistic.
- Using Vertex Form will illustrate students' ability to pull together and use the various components of the vertex form of a quadratic.
- Squares and Expansions will demonstrate students' developing understanding of the technique of completing the square.
- How Much Can They Drink? will provide information on students' developing understanding of how to find the maximum value of a quadratic function to find the solution to a problem in context.
- Another Rocket will show how well students are prepared to address the unit problem.
- A Fireworks Summary is a reflective piece in which students summarize their work on the unit problem.
- A Quadratic Summary is a reflective piece in which students summarize their understanding of the big ideas of the unit.
- Graphing Alice: This assignment will give you information about how well students understand the basic Alice metaphor and about their comfort with nonlinear graphs.
- Having Your Cake and Drinking Too: This activity will reveal students' ability to work with the Alice metaphor in a complex situation.
- Negative Reflections: This assignment will tell you how well students understand the extension of exponentiation to negative exponents.
- All Roads Lead to Rome: This activity will give you information on students' ability to synthesize a variety of approaches to understanding a mathematical concept.
- Alice on a Log: This assignment will give you information on students' understanding of the basics about logarithms.

NOTE: When developed in Phase II, individual units will better define the assessment tools and demonstrate how they will be used formatively and summative.

Interactive Mathematics Program Curriculum Framework

School: The Delaware MET

Curricular Tool: IMP

Grade or Course: Year 3 (grade 11)

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
Unit One: Orchard Hideout Timeline: 17 days			
<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. CC.G-CO.1</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 line segment are exactly those equidistant from the segment's endpoints.</i> CC.G-CO.9</p> <p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i> CC.G-CO.12</p> <p><i>Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.</i> CC.G-CO.13 – supplementary lesson is being developed by the publisher</p> <p><i>Derive the formula $A = ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.</i> CC.G-SRT.9 – supplementary lesson is being developed by the publisher</p> <p><i>Prove that all circles are similar.</i> CC.G-C.1 – supplementary lesson is being developed by the publisher</p>	<p>The central unit problem concerns a couple who have planted an orchard of trees in careful rows and columns on a circular lot. The couple realizes that, after a while, the trunks of their trees will become so thick that they will no longer be able to see out from the center of the orchard. In other words, the orchard will become a “hideout.” The main unit question is this: How soon after the couple plant the orchard will the center of the lot become a true “orchard hideout”?</p> <p>Students’ search for the answer to this question leads them to the study of several aspects of geometry.</p> <p>Students use the Pythagorean Theorem to measure distances within the orchard, leading to development of the distance formula. As a sidelight to their work with the distance formula, students construct the general equation of a circle.</p> <p>Giving the initial size of the trees in terms of circumference and the growth rate in terms of cross-sectional area motivates development of the area and circumference formulas for a circle.</p> <p>While solving the unit problem, students encounter a variety of tangents (both</p>	<p>Can students explain the relationship of the area and circumference of a circle to its radius?</p> <p>Do students understand the significance of using regular polygons to approximate the area and circumference of a circle?</p> <p>Can students justify locus descriptions of various geometric entities, such as perpendicular bisectors and angle bisectors?</p> <p>Can students apply properties of parallel lines?</p> <p>Can students identify possible intersections of lines and planes?</p> <p>Can students use “if and only if” in describing sets of points fitting given criteria?</p> <p>Can students define and use the concept of the converse of a statement?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<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> CC.G-C.2</p> <p>Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. CC.G-C.3</p> <p><i>Construct a tangent line from a point outside a given circle to the circle.</i> CC.G-C.4 - supplementary lesson is being developed by the publisher</p> <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. CC.G-GPE.1</p> <p>Derive the equation of a parabola given a focus and directrix. CC.G-GPE.2</p> <p>Derive the equations of ellipses and hyperbolas given two foci for the ellipse, and two directrices of a hyperbola. CC.G-GPE.3</p> <p>Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i> CC.G-GPE.4</p> <p><i>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).</i> CC.G-GPE.5 – supplementary lesson is being developed by the publisher</p>	<p>figuratively and literally). One result is a proof that a tangent to a circle is perpendicular to the radius at the point of tangency. They use the technique of completing the square to put certain quadratic equations into standard form to find the radius and center of the circles they represent. Other ideas arise through the unit's POWs. For example, students prove basic facts about perpendicular bisectors and angle bisectors, thereby establishing the existence of both circumscribed and inscribed circles for triangles.</p> <p>The main concepts and skills students will encounter and practice during the unit are summarized below.</p> <p>Coordinate geometry</p> <ul style="list-style-type: none"> • Using the Cartesian coordinate system to organize a complex problem • Developing and applying the distance formula • Developing the standard form for the equation of a circle with a given center and radius • Finding the distance from a point to a line in a coordinate setting • Developing and applying the midpoint formula <p>Circles</p> <ul style="list-style-type: none"> • Using similarity to see that the circumference of a circle should be a constant times its radius, and that the area of a circle should be a constant times the square of its radius • Finding formulas for the perimeter and area of regular polygons circumscribed about a circle • Using circumscribed polygons to see 		

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p>Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula. CC.G-GPE.7</p> <p>Use volume formulas for cylinders, pyramids, cones and spheres to solve problems. CC.G-GMD.3</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). CC.G-MG.1</p>	<p>that the “circumference coefficient” for the circle is twice the “area coefficient” for the circle</p> <ul style="list-style-type: none"> Defining π and understanding why it appears in the formulas for both the circumference and the area of a circle Developing and applying formulas for the circumference and area of a circle <p>Synthetic Geometry</p> <ul style="list-style-type: none"> Identifying and describing a set of points satisfying a geometric condition Discovering and proving that the set of points equidistant from two given points is the perpendicular bisector of the segment connecting the given points Defining the distance from a point to a line and proving that the perpendicular distance is the shortest Discovering and proving that any line through the midpoint of a segment is equidistant from the endpoints of the segment Discovering and proving that the set of points equidistant from two intersecting lines consists of the bisectors of the angles formed by the lines <p>Algebra</p> <ul style="list-style-type: none"> Using the technique of completing the square to transform equations of circles into standard form Using algebra in a variety of proofs involving coordinates and angles <p>Logic</p> <ul style="list-style-type: none"> Understanding and using the phrases “if-then” and “if and only if” in definitions and proofs 		

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<ul style="list-style-type: none"> Working with converses <p>Miscellaneous</p> <ul style="list-style-type: none"> Using symmetry to help analyze a problem Learning about Pythagorean triples 		
Unit Two: Meadows or Malls? Timeline: 27 days			
<p>Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. CC.N-VM.6</p> <p>Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled. CC.N-VM.7</p> <p>Add, subtract, and multiply matrices of appropriate dimensions. CC.N-VM.8</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. CC.N-VM.9</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. CC.N-VM.10</p> <p><i>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. CC.N-VM.11 – supplementary unit being is developed by the publisher</i></p> <p><i>Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. CC.N-VM.12 - supplementary unit is being developed by the publisher</i></p> <p>Represent constraints by equations or inequalities, and by</p>	<p>The main concepts and skills that students will encounter and practice during this unit are:</p> <p>General Linear Programming</p> <ul style="list-style-type: none"> Seeing that for two-variable problems, the optimal value always occurs at a corner point of the feasible region Generalizing the corner-point principle to more than two variables Recognizing that for two-variable problems, corner points can be found as the intersections of lines corresponding to constraint equations or inequalities Generalizing the method of finding corner points to more than two variables <p>Solving Linear Equations</p> <ul style="list-style-type: none"> Using substitution, graphing, and guess-and-check methods to solve systems of linear equations in two variables Developing and using the elimination method to solve systems of linear equations in two or more variables Using the concepts of inconsistent, dependent, and independent systems of equations <p>Geometry in the Plane and in 3-Space</p> <ul style="list-style-type: none"> Extending the concept of coordinates 	<p>Can students use the elimination method for solving systems of linear equations in up to four variables?</p> <p>Can students extend the concepts of dependent, inconsistent, and independent systems of linear equations to more than two variables?</p> <p>Can students use matrices?</p> <p>Can students use the operations of matrix addition and multiplication in the context of applied problems?</p> <p>Can students use of matrices to represent systems of linear equations?</p> <p>Can students use the identity element and inverse in the context of matrices?</p> <p>Can students use matrices and matrix inverses to solve systems of linear equations?</p> <p>Can students relate the existence of matrix inverses to the uniqueness of the solution of corresponding systems of linear equations?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p>systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> CC.A-CED.3</p> <p>Represent a system of linear equations as a single matrix equation in a vector variable. CC.A-REL.8</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 3×3 or greater). CC.A-REL.9</p>	<p>to three variables by introducing a third axis perpendicular to the first two</p> <ul style="list-style-type: none"> Graphing linear equations in three variables and recognizing that these graphs are planes in 3-space Seeing that two distinct points always determine a unique line and that two distinct lines in the plane determine a unique point unless the lines are parallel Examining the possible intersections of planes in 3-space Relating the possible intersections of lines and planes to the algebra of solving linear systems in two or three variables <p>Matrix Algebra</p> <ul style="list-style-type: none"> Using matrices to represent information Using problem situations to motivate and develop the definitions of matrix addition and multiplication Examining whether matrix operations have certain properties, such as associativity and commutativity <p>Matrices and Systems of Linear Equations</p> <ul style="list-style-type: none"> Seeing that systems of linear equations are equivalent to certain types of matrix equations Recognizing the role of identity and inverse elements in solving certain types of matrix equations Finding matrix inverses by hand by solving systems of linear equations Understanding the relationship between a system of linear equations having a unique solution and the 	<p>Can students use calculators to multiply and invert matrices and to solve systems of linear equations?</p> <p>Can students apply the concepts of linear programming to problems with several variables?</p> <p>Can students use equations of planes in three-dimensional coordinate geometry?</p> <p>Can students define polar coordinates?</p> <p>Do students recognize graphs of polar equations?</p>	

Standards Alignment	Unit Concepts from IMP	Essential Questions	Assessment
	coefficient matrix being invertible Technology <ul style="list-style-type: none"> Entering matrices and doing matrix operations on a graphing calculator Using matrix inversion on a graphing calculator to solve systems of linear equations 		
Unit Three: Small World, Isn't It? Timeline: 15 days			
<p>Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression $1.15t$ can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. CC.A-SSE.3c</i></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. CC.A-SSE.4</i></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 $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. CC.F-IF.5</i></p> <p>Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{y/10}$, and classify them as representing exponential growth or decay. CC.F-IF.8b</i></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. CC.F-BF.2</p> <p>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>	<p>The main concepts and skills that students will encounter and practice during this unit are:</p> <p>Rate of Change</p> <ul style="list-style-type: none"> Evaluating average rate of change in terms of the coordinates of points on a graph Understanding the relationship between the rate of change of a function and the appearance of its graph Realizing that in many contexts, the rate of growth or decline with respect to time in a population is proportional to the population <p>Slope and Linear Functions</p> <ul style="list-style-type: none"> Developing an algebraic definition of slope Proving, using similarity, that a line has a constant slope Understanding the significance of a negative slope for a graph and an applied context Seeing that the slope of a line is equal to the coefficient of x in the $y = a + bx$ representation of the line Using slope to develop equations for lines <p>Derivatives</p>	<p>Can students use exponential and logarithmic functions and describe their graphs?</p> <p>Do students understand the relationship between logarithms and exponents?</p> <p>Do students understand that the derivative of an exponential function is proportional to the value of the function?</p> <p>Can students use the general laws of exponents?</p> <p>Do students understand the meaning and significance of e?</p> <p>Can students approximate data with an exponential function?</p> <p>Can students define slope and understand its relationship to rate of change and to equations for straight lines?</p> <p>Can students develop equations for straight lines from two points and from point-slope information?</p> <p>Can students apply various formulas from coordinate</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p>CC.F-LE.1c</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). CC.F-LE.2</p> <p>For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. CC.F-LE.4</p> <p>Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). CC.G-MG.2</p> <p>Use a model function fitted to the data to solve problems in the context of the data. <i>Use given model functions or choose a function suggested by the context. Emphasize linear and exponential models.</i> CC.S-ID.6a</p>	<ul style="list-style-type: none"> Developing the concept of the derivative of a function at a point Seeing that the derivative of a function at a point is the slope of the tangent line at that point Finding numerical estimates for the derivatives of functions at specific points Working with the derivative of a function as a function in itself Realizing that for functions of the form $y = b^x$, the derivative at each point of the graph is proportional to the y-value at that point <p>Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> Using exponential functions to model real-life situations Strengthening understanding of logarithms Reviewing and applying the principles that $a^b \cdot a^c = a^{b+c}$ and $(a^b)^c = a^{bc}$ Understanding and using the fact that $a^{\log_a b} = b$ Discovering that any exponential function can be expressed using any positive number other than 1 as a base Learning the meaning of the terms <i>natural logarithm</i> and <i>common logarithm</i> Using an exponential function to fit a curve to numerical data <p>The Number e and Compound Interest</p> <ul style="list-style-type: none"> Estimating the value of b for which the function $y = b^x$ has a derivative at each point on its graph equal to the y-value at that point Developing and using a formula for compound interest Seeing that expressions of the 	<p>geometry, including:</p> <ul style="list-style-type: none"> Distance formula? Midpoint formula? Equation of a circle with arbitrary center and radius? <p>Can students find the distance from a point to a line?</p> <p>Do students understand the meaning of the derivative of a function at a point and its relationship to instantaneous rate of change?</p> <p>Can students approximate the value of a derivative at a given point?</p>	

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<p>form $(1+1/n)^n$ have a limiting value, called e, as n increases without bound</p> <ul style="list-style-type: none"> Learning that the limiting value e is the same number as the special base for exponential functions 		
Unit Four: Pennant Fever Timeline: 10 days			
<p><i>Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples. CC.A-APR.4 – unit supplement to be developed</i></p> <p>Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. CC.A-APR.5</p> <p>Use permutations and combinations to compute probabilities of compound events and solve problems. CC.S-CP.9</p>	<p>The main concepts and skills that students will encounter and practice during this unit are:</p> <p>Probability and statistics</p> <ul style="list-style-type: none"> Developing a mathematical model for a complex probability situation Using area diagrams and tree diagrams to find and explain probabilities Using a simulation to understand a situation, to help analyze probabilities, and to support a theoretical analysis Finding expected value Finding and using probabilities for sequences of events Using specific problem contexts to develop the binomial distribution and finding a formula for the associated probabilities Using probability to evaluate null hypotheses <p>Counting principles</p> <ul style="list-style-type: none"> Developing systematic lists for complex situations Using the multiplication principle for choosing one element from each of several sets Defining and using the concepts of permutation and combination Understanding and using standard 	<p>Can students apply principles for finding the probability for a sequence of events?</p> <p>Can students systematically list possibilities for complex problems?</p> <p>Can students use combinatorial and permutation coefficients in the context of real-world situations, and understanding the distinction between combinations and permutations?</p> <p>Can student use Pascal's triangle?</p> <p>Can students use the binomial distribution?</p> <p>Can students express the physical laws of falling bodies in terms of quadratic functions?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	notation for counting permutations and combinations <ul style="list-style-type: none"> Developing formulas for the permutation and combinatorial coefficients <i>Pascal's triangle and combinatorial coefficients</i> <ul style="list-style-type: none"> Finding patterns and properties within Pascal's triangle Recognizing that Pascal's triangle consists of combinatorial coefficients Explaining the defining pattern and other properties of Pascal's triangle using the meaning of combinatorial coefficients Developing and explaining the binomial theorem 		
Unit Five: High Dive Timeline: 16 days			
<p>Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> CC.A-SSE.1b</p> <p><i>Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</i> CC.A-APR.6 – unit supplement to be developed</p> <p><i>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.</i> CC.A-APR.7 – supplementary unit is being developed by publisher</p> <p>For a function that models a relationship between two</p>	<p>The main concepts and skills that students will encounter and practice during this unit are:</p> <p>Trigonometry</p> <ul style="list-style-type: none"> Extending the trigonometric functions to all angles Reinforcing the importance of similarity in the definitions of the trigonometric functions Graphing the trigonometric functions and variations on those functions Defining the inverse trigonometric functions and principal values Discovering and explaining the Pythagorean identity $\sin^2 \theta + \cos^2 \theta = 1$, and other trigonometric identities Defining polar coordinates and finding rectangular coordinates from polar coordinates and vice versa 	<p>Can students apply right-triangle trigonometry to real-world situations?</p> <p>Can students extend the right-triangle trigonometric functions to circular functions?</p> <p>Can students use trigonometric functions to work with polar coordinates?</p> <p>Can students define radian measure?</p> <p>Can students graph the sine and cosine functions and variations of these functions?</p> <p>Can students use inverse trigonometric functions?</p> <p>Can students apply various</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p>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> CC.F-IF.4</p> <p>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. CC.F-IF.7e</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. CC.F-TF.2</p> <p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. CC.F-TF.5</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. CC.F-TF.7</p> <p>Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios. CC.F-TF.8</p>	<p>Physics</p> <ul style="list-style-type: none"> Developing quadratic expressions for the height of free-falling objects, based on the principle of constant acceleration Recognizing that a person falling from a moving object will follow a different path than someone falling from a stationary object <p>Quadratic Equations</p> <ul style="list-style-type: none"> Developing simple quadratic equations to describe the behavior of falling objects 	<p>trigonometric formulas, including:</p> <ul style="list-style-type: none"> The Pythagorean identity? Formulas for the sine and cosine of a sum of angles? The law of sines and the law of cosines? 	

Assessment Opportunities in this Unit:

End-of-Unit Assessments: Each unit concludes with in-class and take-home assessments. The in-class assessment is intentionally short so that time pressures will not affect student performance. Students may use graphing calculators and their notes from previous work when they take the assessments.

On-Going Assessments:

Ongoing assessment includes the daily work of determining how well students understand key ideas and what level of achievement they have attained in acquiring key skills. Students' written and oral work provides many opportunities for teachers to gather this information.

- Sprinkler in the Orchard*
- Proving with Distance—Part I or Proving with Distance—Part II*
- Polygoning the Circle*
- Orchard Growth Revisited*

- *Cable Ready*
- *Hiding in the Orchard*
- Presentations of *Programming Puzzles*
- Presentations or write-ups of *Just the Plane Facts*
- *Three Variables, Continued*
- *Matrices in the Oven*
- *Inverses and Equations*
- Presentations of *Meadows or Malls? Revisited*
- *How Many More People?*
- *Points, Slopes, and Equations*
- *Photo Finish*
- *What's It All About?*
- *Slippery Slopes*
- *Return to "A Crowded Place"*
- *Baseball Probabilities*
- *How Likely Is All Wins?*
- *Monthly Matches*
- *Cones from Bowls, Bowls from Cones*
- *Who's on First?*
- *About Bias*
- *Race for the Pennant Revisited*
- *As the Ferris Wheel Turns*
- *Testing the Definition*
- *More Beach Adventures*
- *A Practice Jump*
- *Moving Cart, Turning Ferris Wheel*

NOTE: When developed in Phase II, individual units will better define the assessment tools and demonstrate how they will be used formatively and summative.

Interactive Mathematics Program Curriculum Framework

School: The Delaware MET

Curricular Tool: IMP

Grade or Course Year 4 (grade 12)

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
Unit One: The Diver Returns Timeline: 15 days			
<p>Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. CC.N-CN.1</p> <p>Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. CC.N-CN.2</p> <p>Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers. CC.N-CN.3</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. CC.N-CN.4</p> <p><i>Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(1 - \sqrt{3}i)^3 = 8$ because $(1 - \sqrt{3}i)$ has modulus 2 and argument 120°. CC.N-CN.5 - supplementary lesson is being developed by publisher</i></p> <p><i>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. CC.N-CN.6 - supplementary lesson is being developed by publisher</i></p>	<p>This unit uses key ideas from <i>High Dive</i>, including the extension of the trigonometric functions and the physics of objects falling from rest. The unit builds on those ideas, especially extending the physics principles to include motion with both horizontal and vertical initial components, which students learn to express as vectors. This leads to a study of quadratic equations and the need to express a solution in terms of the coefficients. That work culminates in the development of the quadratic formula and an introduction of complex numbers.</p> <p>The main concepts and skills that students will encounter and practice during the unit are summarized below.</p> <p>Trigonometry and Geometry</p> <ul style="list-style-type: none"> Using the extended trigonometric functions Applying the principle that the tangent to a circle is perpendicular to the radius at the point of tangency <p>Physics</p> <ul style="list-style-type: none"> Reinforcing the idea that a person falling from a moving object will follow a different path than someone falling from a stationary object Expressing velocity in terms of vertical and horizontal components Representing the motion of falling objects when the vertical and horizontal components of the initial velocity are both nonzero <p>Quadratic Equations</p> <ul style="list-style-type: none"> Recognizing the importance of quadratic equations in the analysis of falling objects Developing the quadratic formula 	<p>Can students apply the quadratic formula?</p> <p>Can students express the physical laws of falling bodies in terms of quadratic functions?</p> <p>Can students use complex numbers to solve certain quadratic equations?</p> <p>Can students extend right-triangle trigonometric functions to circular functions?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p>Solve quadratic equations with real coefficients that have complex solutions. CC.N-CN.7</p> <p><i>Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$. CC.N-CN.8 – supplementary lesson is being developed by publisher</i></p> <p><i>Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. CC.N-CN.9 – supplementary lesson is being developed by publisher</i></p> <p>Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v}, \mathbf{v}, $\ \mathbf{v}\$, v). CC.N-VM.1</p> <p>Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point. CC.N-VM.2</p> <p>Solve problems involving velocity and other quantities that can be represented by vectors. CC.N-VM.3</p> <p>Add vectors end-to-end, componentwise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. CC.N-VM.4a</p> <p>Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. CC.N-VM.4b</p> <p>Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w}, with the same magnitude as \mathbf{w} and pointing in the</p>	<ul style="list-style-type: none"> Using the quadratic formula to solve quadratic equations Finding a general solution for the falling time of objects with an initial vertical velocity <p>Complex Numbers</p> <ul style="list-style-type: none"> Seeing the need to extend the number system to solve certain quadratic equations Establishing basic ideas about complex number arithmetic Representing complex numbers in the plane and seeing addition of complex numbers as a vector sum 		

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p>opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise. CC.N-VM.4c</p> <p><i>Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. CC.N-VM.5a – supplementary lesson is being developed by publishers</i></p> <p><i>Compute the magnitude of a scalar multiple cv using $\ cv\ = c \ v\$. Compute the direction of cv knowing that when $\ cv\ \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$). CC.N-VM.5b – supplementary lesson is being developed by publisher</i></p>			
Unit Two: The World of Functions Timeline: 22 days			
<p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. CC.F-IF.7c</p> <p>Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. CC.F-IF.7d</p> <p>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> CC.F-BF.1b</p> <p>Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at</i></p>	<p>Over the course of this unit, students develop a wide range of ideas about functions. The main concepts and skills that students will encounter and practice during the unit are summarized below.</p> <p>General Notions Regarding Functions</p> <ul style="list-style-type: none"> Recognizing four ways of representing a function—tabular, graphical, algebraic, and situational—and moving from one representation to another Formally defining functions as sets of ordered pairs Reviewing some basic families of functions <p>Properties of Specific Families of Functions</p> <ul style="list-style-type: none"> Finding, describing, and proving patterns in the tables of linear, quadratic, cubic, and exponential functions based on the algebraic form of the functions Seeing the sets of linear and exponential 	<p>Can students apply families of functions from several perspectives:</p> <ul style="list-style-type: none"> Through their algebraic representations? In relationship to their graphs? As tables of values? In terms of real-world situations that they describe? <p>Can students describe the effect of changing parameters on functions in a given family?</p> <p>Can students describe end behavior and asymptotes of</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
<p><i>the location of the weather balloon as a function of time. CC.F-BF.1c</i></p> <p>Find inverse functions. CC.F-BF.4</p> <p><i>Produce an invertible function from a non-invertible function by restricting the domain. CC.F-BF.4d – unit supplement to be developed</i></p> <p><i>Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. CC.F-TF.6 – supplementary lesson is being developed by the publisher</i></p>	<p>functions as two-parameter families and comparing the two types of growth</p> <ul style="list-style-type: none"> • Applying the concepts of direct and inverse proportionality and constants of proportionality • Using absolute value functions and step functions to model problem situations • Using rational functions to model problem situations <p>End Behavior and Asymptotes of Functions</p> <ul style="list-style-type: none"> • Finding vertical and horizontal asymptotes for specific functions and finding functions with given asymptotes • Relating asymptotic behavior to situations • Characterizing end behavior of functions and finding the behavior of particular functions <p>Fitting Functions to Data</p> <ul style="list-style-type: none"> • Finding the specific function in a given family to fit a given situation or set of data • Developing a measure of “quality of fit” of a function to a set of data • Applying the least-squares criterion for quality of fit • Using a calculator’s regression feature to find a function that fits a given set of data <p>Combining and Modifying Functions</p> <ul style="list-style-type: none"> • Arithmetic operations on functions <ul style="list-style-type: none"> —Describing situations using arithmetic combinations of functions —Relating arithmetic operations on functions to graphs —Formally defining arithmetic operations on functions • Composite Functions <ul style="list-style-type: none"> —Developing the concept of composition of functions based on situations —Defining composition notation —Establishing that composition is not commutative —Composing and decomposing functions 	<p>rational functions?</p> <p>Can students apply the algebra of functions, including composition and inverse functions?</p> <p>Can students explain the least-squares approximation and use a calculator's regression capability to do curve-fitting?</p>	

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<ul style="list-style-type: none"> Inverse functions <ul style="list-style-type: none"> —Formally defining the concept of inverse function —Finding a general algebraic equation for the inverse of a linear function —Relating the concept of inverse function to graphs, tables, and situations —Seeing that the graph of an inverse function is a reflection of the graph of the original function Transformations of functions <ul style="list-style-type: none"> —Finding the graphs and tables of transformations of functions —Using functional notation and understanding its use in characterizing the transformations of functions 		
Unit Three: The Pollster’s Dilemma Timeline: 18 days			
<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"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<p>The main concepts and skills that students will encounter and practice during the unit are summarized below.</p> <p>General Sampling Concepts</p> <ul style="list-style-type: none"> • Establishing methods of good polling, including random sampling • Using sampling from a known population to analyze the reliability of samples • Distinguishing between sampling with replacement and sampling without replacement, and comparing the two methods • Using the terminology true proportion and sample proportion • Identifying simplifying assumptions in analyzing sampling <p>Specific Results on Sampling with Replacement</p> <ul style="list-style-type: none"> • Making probability bar graphs for various distributions • Developing the concept of a theoretical distribution for sampling results from a given population 	<p>Can students use a binomial distribution to model a polling situation?</p> <p>Can students distinguish between sampling with replacement and sampling without replacement?</p> <p>Do students understand that the central limit theorem is a statement about approximating a binomial distribution by a normal distribution?</p> <p>Can students use area estimates to understand and use a normal distribution table?</p> <p>Can students extend concepts of mean and standard deviation from sets of data to probability distributions?</p> <p>Can students create formulas</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<ul style="list-style-type: none"> Using combinatorial coefficients to find the theoretical distribution of poll results for polls of various sizes Generalizing that sampling results fit a binomial distribution <p><i>The Central Limit Theorem and the Normal Distribution</i></p> <ul style="list-style-type: none"> Seeing intuitively that as poll size increases, the distribution of sample proportions becomes approximately normal Reviewing the concept of normal distribution Using estimates of areas to understand the normal distribution table Applying the central limit theorem for the case of binomial distributions <p><i>Mean and Standard Deviation</i></p> <ul style="list-style-type: none"> Reviewing the steps for computation of standard deviation Seeing that the “large number of trials” method for computing mean and standard deviation is independent of the number of trials Extending the concepts of mean and standard deviation from sets of data to probability distributions Defining the concept of variance Finding formulas for the mean and standard deviation of the distribution of poll results in terms of the poll size and the true proportion Deciding what to use for σ if the true proportion is unknown, and finding the maximum value of σ for polling problems <p><i>Confidence Levels and Margin of Error</i></p> <ul style="list-style-type: none"> Using the terminology confidence level, confidence interval, and margin of error Seeing how poll size affects the standard deviation of poll results 	<p>for mean and standard deviation for binomial sampling situations?</p> <p>Can students use the normal approximation for binomial sampling to assess the significance of poll results?</p> <p>Can students apply the concepts of confidence interval, confidence level, and margin of error?</p> <p>Do students understand the relationship between poll size and margin of error?</p>	

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<ul style="list-style-type: none"> Establishing confidence intervals in terms of sample proportions and standard deviation Seeing how the term margin of error is commonly used in news reporting Estimating the size of a poll based on the reported margin of error 		
Unit Four: How Much? How Fast? Timeline: 14 days			
<p>Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. CC.F-TF.1</p> <p>Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosines, and tangent for x, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number. CC.F-TF.3</p> <p>Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. CC.F-TF.4</p> <p><i>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. CC.G-C.5 – supplementary lesson is being developed by the publisher</i></p>	<p>This unit focuses on key ideas and techniques from calculus and their applications in various settings. The main concepts and skills that students will encounter and practice during the unit are summarized below.</p> <p>Accumulation</p> <ul style="list-style-type: none"> Recognizing that the area under a rate curve represents an accumulation Estimating amount of total accumulation based on linear approximations of a situation Creating and analyzing graphs for accumulation as a function of time <p>Derivatives</p> <ul style="list-style-type: none"> Reviewing the concept of a derivative as an instantaneous rate of change Estimating derivatives from graphs Developing formulas for derivatives of simple polynomial functions Developing formulas for derivatives of the sine and cosine functions Establishing principles for the derivative of a sum or constant multiple <p>The Fundamental Theorem of Calculus</p> <ul style="list-style-type: none"> Seeing that an accumulation function is an antiderivative of the corresponding rate function Finding areas and volumes using antiderivatives 	<p>Can students estimate derivatives from graphs, and develop formulas for derivatives of some basic functions?</p> <p>Do students understand accumulation as the antiderivative of a corresponding rate function?</p> <p>Can students define radian measure?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<p>Trigonometry</p> <ul style="list-style-type: none"> Defining radian measure Using radians in sine and cosine functions <p>Geometry</p> <ul style="list-style-type: none"> Developing formulas for the volumes of pyramids and cones 		
Unit Five: As the Cube Turns Timeline: 25 days			
<p>Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. CC.F-TF.9</p> <p>Model 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 stretch in a specific direction). CC.G-CO.2</p> <p>Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. CC.G-CO.3</p> <p>Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments. CC.G-CO.4</p> <p>Given a specified rotation, reflection or translation and a geometric figure, construct the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Construct a sequence of transformations that will carry a given figure onto another. CC.G-CO.5</p> <p>Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. CC.G-GMD.4</p>	<p>The main concepts and skills that students will encounter and practice during the unit are summarized below.</p> <p>Coordinate Geometry</p> <ul style="list-style-type: none"> Expressing geometric transformations—translations, rotations, and reflections—in terms of coordinates in two and three dimensions Finding coordinates a fractional distance along a line segment in two and three dimensions Reviewing graphing in three dimensions Finding the projection of a point onto a plane from the perspective of a fixed point and developing an algebraic description of the projection process Studying the effect of change of viewpoint on projections Reviewing polar coordinates <p>Matrices</p> <ul style="list-style-type: none"> Reviewing the algebra of matrices Using matrices to express geometric transformations in two and three dimensions <p>Programming</p> <ul style="list-style-type: none"> Learning to use a technical manual Using loops in programming Understanding programs from their code Designing and programming animations <p>Synthetic Geometry and Trigonometry</p> <ul style="list-style-type: none"> Reviewing formulas relating the sine of an angle to the cosine of a related angle 	<p>Can students express geometric transformations—translations, rotations, and reflections—in analytic terms?</p> <p>Can students use matrices to represent geometric transformations?</p> <p>Can students develop an analytic expression for projection onto a plane from a point perspective?</p> <p>Can students represent a line in 3-dimensional space algebraically?</p> <p>Can students create programming loops?</p> <p>Can students write and interpret programs?</p> <p>Can students use a graphing calculator to create programs involving animation?</p>	<p>All assessments are listed at the end of the curriculum map.</p>

Standards Alignment	Unit Concepts from <i>IMP</i>	Essential Questions	Assessment
	<ul style="list-style-type: none"> Deriving the formula for the area of a triangle in terms of the lengths of two sides and the sine of the included angle Deriving formulas for the sine and cosine of the negative of an angle Deriving formulas for the sine and cosine of the sum of two angles and related variations 		

Assessment Opportunities in this Unit:

End-of-Unit Assessments: Each unit concludes with in-class and take-home assessments. The in-class assessment is intentionally short so that time pressures will not affect student performance. Students may use graphing calculators and their notes from previous work when they take the assessments.

On-Going Assessments:

Ongoing assessment includes the daily work of determining how well students understand key ideas and what level of achievement they have attained in acquiring key skills. Students' written and oral work provides many opportunities for teachers to gather this information.

- *As the Ferris Wheel Turns*
- *Free Fall*
- *The Simplified Dive, Revisited*
- *Big Push*
- *Complex Numbers and Quadratic Equations*
- *Three O'clock Drop*
- *Vector Velocities*
- *The Diver's Success*
- *What Good Are Functions?*
- *Exponential Tables*
- *Families Have Many Different Members*
- *Name That Family!*
- *The Cost of Pollution*
- *Better Braking*
- *Graphs of the Theory*
- *Gifts Aren't Always Free*
- *A Normal Poll*
- *The Search Is On!*
- *What Does It Mean?*
- *"The Pollster's Dilemma" Revisited*
- *Leaky Faucet*
- *A Distance Graph*

- *Zero to Sixty*
- *A Pyramid of Bright Ideas*
- *A Solar Summary*
- *Learning the Loops*
- *Move That Line!*
- *Oh, Say What You Can See*
- *Swing That Line!*
- *And Fred Brings the Lunch*
- *Find Those Corners!*
- *Work on POW 9: An Animated POW (The outline is turned in for An Animated Outline, the write-up is turned in for An Animated POW Write-up, and presentations are made following that.)*

NOTE: When developed in Phase II, individual units will better define the assessment tools and demonstrate how they will be used formatively and summative.

Lifetime Fitness Curriculum Map

School: The Delaware MET

Curricular Tool: N/A

Course: Physical Education 9-12

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Module One: Introduction to Physical Education and Fitness Concepts Timeline : 9 lessons			
<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 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>Enduring Understandings: Participation in fitness activities can be fun. How fitness components promote a healthy lifestyle. Fitness is a personal choice.</p> <p>Module Concepts: Students will describe various fitness concepts</p> <ul style="list-style-type: none"> • flexibility • cardiovascular endurance • muscular Strength • muscular Endurance • agility <p>Students will learn movement concepts necessary for physical activity and explain how</p> <ul style="list-style-type: none"> • to move safely in a general space to avoid injury • aerobic activities impacts physical and mental health • to build muscular strength and endurance • agility impacts physical activity • to calculate body composition and explain why it matters • physical activity impacts overall health • to improve physical fitness and create a list of activities that builds fitness and explain the benefits of physical activity/physical education. <p>Students will participate in</p> <ul style="list-style-type: none"> • goal setting using the information obtained from the fitnessgram assessment • a class discussion that will center around how fitness components promote a healthy lifestyle. 	<p>Essential Questions: Why is physical fitness good for you? How can I have fun moving? What are the personal and social behavioral expectations in physical activity settings? What can I do to be physically active throughout my life? What personal meanings do I find through participation in physical activity?</p> <p>Lifetime Fitness Applications:</p> <ul style="list-style-type: none"> • YMCA Partnership – Group exercise classes (aerobics, step, Zumba, yoga, etc.), introduction to weight training, spinning class, swimming • Empowered Yoga • Mountain biking adventures • Walking for Fitness Club • 5K conditioning Club • Wilmington Youth Rowing Association 	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher observation • Student behavior <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Exit Slip • Graphing Worksheets • Transfer task • Physical activity log <p>Fitnessgram Assessment:</p> <ul style="list-style-type: none"> • Student test scores entered into the fitnessgram program • Completed fitness plan

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Module Two: Team Building (DDOE Unit) and Team Sports Timeline: 9 lessons			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	<p>Enduring Understandings: Physical activity performed safely prevents injuries. Resolving conflict in a physical activity setting leads to a more enjoyable experience. Teambuilding develops leadership skills as students complete tasks with a group. Trust is an integral part of building relationships.</p> <p>Module Concepts: Students will be able to</p> <ul style="list-style-type: none"> • listen to other peoples ideas • effectively resolve conflicts during activities • demonstrate self-control • trust and depend on teammates 	<p>Essential Questions: What are personal and social behavioral expectations in physical settings?</p>	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher observations <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Journaling of the debriefing questions • Challenge Worksheet • Student check sheet for presenting • Transfer task • Written rules of roles and regulations
<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 interaction through physical activity.</p>	<p>Enduring Understandings: The concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities. Effective offensive and defensive strategies are both necessary for game situations. Integrating fitness concepts and skills into your everyday routine that supports wellness.</p> <p>Module Concepts: Students will be able to demonstrate</p> <ul style="list-style-type: none"> • 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, 	<p>Essential Questions: How do I make motor skills and physical activity and integral part of my life? What concepts, principles, strategies and tactics apply to team sports? What personal meaning do I find through participation in physical activity on a team?</p>	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher observation <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Skills worksheet • Written test of rules and regulations • Transfer task • Physical activity log
		<p>Lifetime Fitness Applications:</p> <ul style="list-style-type: none"> • YMCA Partnership – Swimming relays, basketball, racquetball, squash, volleyball, indoor soccer • Mountain biking adventures –race teams • 5K running relays • Wilmington Youth Rowing Association 	

Standards Alignment	Unit Concepts	Essential Questions	Assessments
	and agility <ul style="list-style-type: none"> • understanding and assess tactical understanding using offensive and defensive strategies in applied settings, • investigate the impact of rules and regulations on the game, • how participating in a sport can impact our health. 		
Module Three: Walking for a Lifetime of Fitness (DDOE Unit) and Individual Sports Timeline: 9 lessons			
Standard 3 – Participates in regularly in physical activity. Standard 4 - Achieves and maintains a health-enhancing level of physical fitness. Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Enduring Understandings: Everyone needs to be physically active. Physical fitness contributes to quality of life. Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction. Module Concepts: Students will know <ul style="list-style-type: none"> • proper stretching for walking • how to use a pedometer • how many steps they need to take daily to maintain fitness levels • the health and social benefits of walking Students will be able to <ul style="list-style-type: none"> • use a pedometer correctly, reading and recording data • explain why walking is an important lifetime activity • plan a walking route based on their personal environment and step needs • use the Nordic Walkerz correctly and demonstrate various techniques/grips 	Essential Questions: What can I do to be physically active throughout my life? How can I include physical fitness into my life? What personal meaning do I find through participation in physical activity?	Informal: <ul style="list-style-type: none"> • Teacher observation of proper pedometer usage Formal Assessment: <ul style="list-style-type: none"> • Guess Your Steps Worksheet • Scavenger Hunt Worksheet • Individual Walking Logs • Transfer task
Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety	Enduring Understandings: Performing movement skills in a technically correct manner protects your muscular and skeletal systems.	Essential Questions: How do I make motor skills and physical activity and integral part of my life?	Informal: <ul style="list-style-type: none"> • Teacher observation

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>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 interaction through physical activity.</p>	<p>Understand concepts of movement will improve performance of a specific skill and provide the foundation for variety of sports and activities.</p> <p>Integrating fitness concepts and skills into your everyday routine supports wellness.</p> <p>Module Concepts: Students will be able to</p> <ul style="list-style-type: none"> • demonstrate technically 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 movement activity to another • predict changes in movement performance on the application of balance, counter balance, weight transfer, and agility • explain the impact of rules and regulations on the game and how participating in a sport can impact our health. 	<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>Lifetime Fitness Applications:</p> <ul style="list-style-type: none"> • YMCA Partnership – Group exercise classes (aerobics, step, Zumba, yoga, etc.), introduction to weight training, spinning class, swimming • Empowered Yoga • Mountain biking adventures • Walking for Fitness Club • 5K conditioning Club • Wilmington Youth Rowing Association 	<p>Formal Assessment:</p> <ul style="list-style-type: none"> • Skills worksheet • Written test of rules and regulations • Various worksheets • Transfer task
<p>Module Four: Lifetime of Physical Activity and Fitness Gram Post-Test Timeline: 9 lessons</p>			
<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>Enduring Understandings: Participation in fitness activities can be fun. How fitness components promote a healthy lifestyle. Fitness is a personal choice.</p> <p>Module Concepts: Students will be able to</p> <ul style="list-style-type: none"> • explain how to improve physical fitness • create a list of activities that builds fitness • research a list of places in the community that are available for physical fitness activities • explain the benefits of physical activity 	<p>Essential Questions: Why is physical fitness good for you? How can I have fun moving? What can I do to be physically active throughout my life? What personal meanings do I find through participation in physical activity?</p>	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Student test scores entered into the fitnessgram program • PE Module Project • Personal Fitness Plan and Resource List <p>Fitness Gram Assessment:</p> <ul style="list-style-type: none"> • Student test scores entered into the fitnessgram program

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<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 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<ul style="list-style-type: none"> • develop a PE module to be taught to freshman • develop a fitness plan for themselves for their junior and senior years of high school. 		<ul style="list-style-type: none"> • Reflection on the effectiveness of the fitness plan
		<p>Lifetime Fitness Applications:</p> <ul style="list-style-type: none"> • YMCA Partnership – Group exercise classes (aerobics, step, Zumba, yoga, etc.), weight training, spinning class, swimming, squash, racquetball, basketball, volleyball • Empowered Yoga • Mountain Biking Adventures • Walking for Fitness Team • 5K Running Team • Wilmington Youth Rowing Association • Orienteering and Geo-caching • Backcountry hiking and mountain climbing 	

Curriculum Framework for Health

School: The Delaware MET

Curricular Tool: DDOE Units/HealthTeacher.com

Grade: High School Health

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Health and Your Wellness Timeline : 10 classes			
<p>Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – 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>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p>	<p>Health is personal power and enhances the quality of life.</p> <p>The environment, lifestyle, family history, peers and other factors impact physical, social, mental and emotional health.</p> <p>Culture, values (e.g., individual, family and community) media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal behavioral choices.</p> <p>Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.</p>	<p>How can you distinguish between controllable risk factors and uncontrollable risk factors?</p> <p>How can the six components of health contribute to a healthy lifestyle?</p> <p>How can good communication around health with the advisor be important?</p> <p>How can we differentiate between passive, assertive, and aggressive communication styles?</p>	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Journal entries • Lesson check up questions • Participation in class discussions <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Unit test • Develop an action plan to achieve a personal goal • Skit • Rubrics • Informational pamphlet

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.			
Unit Two: Healthy Eating for Life (DE Model Unit) Timeline: 5-7 classes			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management) Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.	Health Is Personal Power Health enhances life. Personal actions impact self and others. There are barriers that can hinder healthy decision-making. Several factors influence the formation, achievement, and evaluation of a long-term personal health plan.	What is Health? What prevents people from practicing healthy behavior? What is healthy eating? Does it matter? How can a healthy diet for one person be unhealthy for another? What prevents people from healthy eating? Students will know... <ul style="list-style-type: none"> The nutritional value of a wide variety of foods. The effects of environment, habit, culture, and media on food choices. Students will be able to... <ul style="list-style-type: none"> Use a framework of knowledge to create a healthy eating plan for themselves and another person. Define ways to encourage healthy eating and weight management for a lifetime. 	Informal: <ul style="list-style-type: none"> Teacher Observation Journal Lesson check up questions Participation in class discussions Webquest Fast food findings Interpretation of nutrition on food labels Shopping list Formal Assessment: <ul style="list-style-type: none"> Concept Review worksheets Section review & quizzes Reteaching worksheet Transfer task Create eating plan Rubrics Food diary and diet analysis Self assessment and reflection

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
		<ul style="list-style-type: none"> Examine current eating choices. Explore healthy eating options. Present and share information with classmates. Maintain a reflective journal. 	
Unit Three: Fact or Fiction: Alcohol and Tobacco (DE Model Unit) Timeline: 5 -7 classes			
<p>Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – 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>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice</p>	<p>Health is Personal Power</p> <p>Avoiding alcohol and tobacco is achieved through the understanding and application of resistance skills.</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 & tobacco use?</p> <p>Students will know...</p> <ul style="list-style-type: none"> Using alcohol or tobacco will have consequences for themselves and others. The legal consequences of alcohol and tobacco use. <p>Students will be able to...</p> <ul style="list-style-type: none"> Demonstrate resistance, refusal, negotiation, and collaboration skills and conflict resolution strategies to enhance health. Locate and utilize resources from home, school, and community that provide valid information concerning alcohol and tobacco use. 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> Teacher Observation Journal Lesson check up questions Participation in class discussions Student self assessment and reflection <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> Concept Review worksheets Section review & quizzes Reteaching worksheet Unit test Transfer task Informational pamphlet Rubrics Powerpoint presentation

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
health-enhancing and avoid or reduce health risks. (self-management) Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.		<ul style="list-style-type: none"> Access local cessation programs. 	
Unit Four: Diseases and Disorders Timeline: 8-10 classes			
Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. Standard 3 – Students will demonstrate the ability to access information, products and services to enhance health. Standard 4 – Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health. Standard 7 – Students will demonstrate the ability to practice	Functional knowledge of health concepts impacts health behavior. Decision making is a process that impacts health. Goal setting enhances health outcomes. Adopting a healthy lifestyle improves the quality of life.	How can lifestyle lead to disease? What impact does my family have on the spread of diseases? Why can some risk factors for lifestyle diseases can be controlled? Why are some uncontrollable? How do infectious diseases spread? How can they be contained? How can you protect yourself through preventing the spread of infectious diseases? How does the body fight infectious diseases? What are five things I can do to stay well? Why are they important? How does immunity develop? What happens when some choose not to be vaccinated? How does heredity affect diseases?	Informal: <ul style="list-style-type: none"> Teacher Observation Journal Lesson check up questions Participation in class discussions Formal Assessment: <ul style="list-style-type: none"> Concept Review worksheets Section review & quizzes Reteaching worksheet Unit test Transfer task

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<p>What are the differences between cardiovascular diseases, cancer, AIDS, diabetes, and disabilities? Why do those differences matter?</p> <p>How do organizations in the community help to treat and prevent the spread of infectious diseases?</p>	
Unit Five: Adolescents, Adulthood and Family Life Timeline: 10 classes			
<p>Standard 1 – Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – 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>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will</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>How do boys and girls differ physically, mentally, emotionally, and socially during adolescence?</p> <p>How has adolescence affected your life? How have responsibilities shifted?</p> <p>How do the opportunities, concerns, and challenges of the three different stages of adulthood differ? How are they the same?</p> <p>What are the responsibilities of partners in a marriage? How can partners in a marriage work together to make sure that their marriage lasts?</p> <p>What should couples discuss prior to marriage?</p> <p>How does the arrive of children impact the family? How do responsibilities and roles in the marriage shift with the arrive of a child?</p>	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<p>How does teen-parenthood change your priorities and your life's plan?</p> <p>Why are family relationships important? What are the characteristics of healthy families?</p> <p>How do you cope with family problems? What can you do to make your family more healthy?</p>	
Unit Six: Healthy Relationships (DE Model Unit) Timeline: 7 classes			
<p>Standard 1 –Students will understand essential health concepts in order to transfer knowledge into healthy actions for life.</p> <p>Standard 2 – Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3 – 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>Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance 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>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>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate effective message tactics and strategies • Recognize how gender stereotypes are limiting and/or disrespectful • Set and respect boundaries of self and others • Choose how they will be treated and how they will treat others • Critically analyze media messages • Recognize a cycle of abuse • Identify resources to help with abusive relationships 	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher Observation • Journal • Lesson check up questions • Participation in class discussions • Student self assessment and reflection <p>Formal Assessment:</p> <ul style="list-style-type: none"> • Concept Review worksheets • Section review & quizzes • Reteaching worksheet • Unit test • Transfer task • Informational pamphlet • Rubrics • Compare/contrast statement on abuse vs. equal power in a relationship. • Five-paragraph essay deconstructing a media message.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Standard 6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>Standard 7 – Students will demonstrate the ability to practice health-enhancing and avoid or reduce health risks. (self-management)</p> <p>Standard 8 – Students will demonstrate the ability to advocate for personal, family, and community health.</p>		<ul style="list-style-type: none"> • Practice how to communicate and set boundaries for a healthy relationship • Resist and challenge unhealthy cultural norms 	

Curriculum Framework for Spanish 1

School The Delaware MET Curricular Tool: N/A Grade or Course Level 1/H1

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Mis amigos y yo (Model Unit-Student Life) Timeline : 5 weeks			
<p>1.1- 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>1.2- 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>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>2.2- 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>4.1- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</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>Although differences exist due to culture and geography, teenagers across the world share many commonalities in their relationships with friends.</p> <p>Vocabulary related to greetings, daily activities and hobbies, city destinations, personality, and state of being.</p> <p>Definite and indefinite articles</p> <p>Subject pronouns</p> <p>Adjective agreement</p> <p>Present tense of regular and stem-changing verbs as well as <i>ser</i>, <i>estar</i>, <i>ir</i>, <i>tener</i>, and <i>gustar</i>.</p>	<p>What is my high school experience?</p> <p>What is high school like for students in other cultures?</p> <p>How does your daily schedule compare with that of other teenagers from Spanish-speaking countries?</p> <p>What do you like to do and how does that compare to students from other cultures?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment GRASP task</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Two: Vamos de viaje (Model Unit- Un viaje) Timeline: 5 weeks			
<p>1.1- 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>1.2- 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>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 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>3.1- 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>3.2 - 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>4.1- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</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 contact local agencies to secure information regarding products or practices of target-language cultures.</p>	<p>The concept of travel connotes different meaning to people according to their needs, resources, and experiences.</p> <p>Vocabulary related to airplane travel, lodging and vacation; giving and receiving directions.</p> <p>Location prepositions</p> <p>Direct and indirect object pronouns</p> <p>Preterit of regular –ar verbs, <i>ir, ser, hacer, ver and dar</i>.</p> <p>Costa Rican national parks and ecosystems.</p> <p>.</p>	<p>How are my travel needs similar to and different from those from other cultures?</p> <p>What information do I need to know in order to plan a trip to a foreign country?</p> <p>What is my definition of a vacation and how does that differ from someone's from another culture?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Three: Somos saludables Timeline: 7 weeks			
<p>1.1- 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>1.2-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>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 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>3.1-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>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>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</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>The definition of a nutritious, healthy lifestyle varies from culture to culture.</p> <p>Vocabulary related to sports, healthy habits, daily routine, body parts, and personal care items.</p> <p>Sequencing of events</p> <p>Adverbs (<i>-mente</i>)</p> <p>Reflexive verbs and pronouns</p> <p>Present progressive</p> <p>Demonstrative adjectives and pronouns</p> <p>Plans with <i>pensar</i></p> <p>Preterit of regular –er and –ir verbs</p>	<p>What is your daily routine and how does that compare with that of a student from another culture?</p> <p>What is your definition of nutrition?</p> <p>How do you maintain your health?</p> <p>How does your diet and health differ from a student in another culture?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
5.2-Students use various media from the language and culture for entertainment or personal pleasure.			
Unit Four: Al centro comercial Timeline: 7 weeks			
<p>1.1- 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>1.2-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>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>2.2-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>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</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>People shop out of necessity and for fun, whether it be for food, clothing or for gifts.</p> <p>Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations.</p> <p>Verbs: <i>gustar, encantar, interesar, importar, quedar</i></p> <p>Present tense irregular <i>yo</i> verbs</p> <p>Prepositions and pronouns</p> <p>Time expressions with <i>hace</i></p> <p>Irregular preterit verbs: <i>u</i> stems, <i>uv</i> stems, <i>i</i> stems</p> <p>Stem-changing –<i>ir</i> verbs in the preterit</p> <p>Converting money and exchange rates.</p> <p>Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.</p>	<p>Essential Questions:</p> <p>How do your clothes and style compare to that of someone from another culture?</p> <p>Where do you shop for the things you need?</p> <p>How is commerce different in Spanish-speaking countries?</p>	<p>Informal:</p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p>Formal Assessment:</p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Five: A comer Timeline: 5 weeks			
<p>1.1- 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>1.2-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>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 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>3.1-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>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</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>Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p> <p>Vocabulary related to food and food preparation, place settings, restaurant dishes and ordering</p> <p>Ud. and Uds. commands</p> <p>Extremes (-ísimo)</p> <p>Affirmative and negative expressions</p>	<p>Essential Questions: How do your favorite foods compare with those of someone from another culture?</p> <p>How do you order in a restaurant?</p> <p>How do you prepare foods from another culture?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
Unit Six: El arte y las películas Timeline: 4 weeks			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and</p>	<p>Entertainment like film and cinema play a valuable role in</p>	<p>What effects do Hispanics have on the film industry?</p>	<p>Informal: Interactive Word Wall</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>questions. Student also express basic likes and dislikes.</p> <p>1.2-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>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 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>3.1-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>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</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>leisure time, as well as in teaching about a people's culture.</p> <p>Vocabulary related to movies and to movie making, technology</p> <p>Negative <i>tu</i> commands</p> <p>Making and accepting invitations</p> <p>Irregular preterit</p> <p>Imperfect</p> <p>Preterit vs. imperfect</p> <p>Past participles as adjectives</p>	<p>How do you express your feelings about movies and technology?</p> <p>What do you learn from films?</p>	<p>Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Compare film awards Read and respond to an excerpt from <i>La casa de los espíritus</i>. Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Curriculum Framework for Spanish 2

School: The Delaware MET

Curricular Tool: N/A

Grade or Course: Level 2/H2

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Mucho gusto Timeline : 3 weeks			
<p>1.1-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>1.3- 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>2.1-Students demonstrate the importance of following cultural expectations while participating in cultural practices.</p>	<p>A people's perspectives, practices, and products are windows to their culture.</p> <p>Across the globe, people have different concepts of greetings and salutations.</p> <p>Greetings</p> <p>Introductions</p> <p>Alphabet</p> <p>Numbers 0-30</p> <p>Spanish-speaking countries & capitals</p> <p>Days of the week</p> <p>Weather</p> <p>Classroom expressions.</p>	<p>How do students introduce themselves?</p> <p>How do people from other cultures introduce themselves?</p> <p>How do people, time, and place affect language and culture?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
Unit Two: Tiempo con amigos Timeline: 6 weeks			
<p>1.1-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>1.3- Students comprehend brief, written messages and short</p>	<p>By studying another culture, students can appreciate their native culture.</p> <p>While differences exist due to culture and geography, students around the world</p>	<p><u>Essential Questions:</u> What do students like to do and how does that compare with students from around the globe? Why do customs and cultural</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1-Students demonstrate the importance of following cultural expectations while participating in cultural practices.</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, health and physical fitness and the performing arts</p> <p>3.2-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>4.1-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>share many common interests and join in similar activities.</p> <p>Pastimes</p> <p>Likes/dislikes (<i>gustar + infinitive</i>)</p> <p>Interrogative words</p> <p>Formal vs. informal you</p> <p>Personal pronouns and <i>ser</i></p> <p>Noun/adjective agreement and placement</p>	<p>expectations matter?</p> <p>When traveling, what is the significance of adhering to local customs and cultural expectations?</p>	<p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
<p>Unit Three: En la escuela Timeline: 5 weeks</p>			
<p>1.1-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>1.3- 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>2.1-Students demonstrate the importance of following cultural expectations while participating in cultural practices.</p> <p>2.2-Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items,</p>	<p>Language and schooling is a tool to connect with the world.</p> <p>Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.</p> <p>Time and schedules</p> <p>Classes and descriptors</p> <p>Numbers 31-100</p>	<p><u>Essential Questions:</u> How can students describe their school experience?</p> <p>How do schools compare from culture-to-culture?</p> <p>How well do various cultures around the world value education?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>tools, foods and clothing) of the culture studied as found within their homes and communities.</p> <p>3.2-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>4.2-Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p> <p>5.2-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>Irregular verbs (<i>estar, tener, ir</i>)</p> <p>Present tense of regular –ar verbs.</p>		
Unit Four: La mesa de la familia Timeline: 6 weeks			
<p>1.1-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>1.3- 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>2.1-Students demonstrate the importance of following cultural expectations while participating in cultural practices.</p> <p>2.2-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>3.1-Students demonstrate an understanding of the concepts</p>	<p>Language and culture are inseparable, like body and soul. This is easily seen in families where language, culture, and tradition are woven together.</p> <p>Families share a sense of unity and tradition that often centers around mealtimes, cuisine, and celebrations .</p> <p>Family</p> <p>Dates</p> <p>Numbers 200-1,000,000</p> <p>Possessive adjectives</p> <p>Food, restaurants, table</p>	<p><u>Essential Questions:</u></p> <p>What is my definition of family?</p> <p>What do I eat that is “American”?</p> <p>What are some staple foods of target language countries?</p> <p>How are various types of “American” food reflective of American culture?</p> <p>How does food connect me to my culture?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p>Skit</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p> <p>Skit</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>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>3.2-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>4.1-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>5.1-Students contact local agencies to secure information regarding products or practices of target-language cultures.</p>	<p>etiquette</p> <p>-er/-ir verbs; <i>gustar</i>; stem-changing verbs</p> <p>.</p>		
Unit Five: Vamos de compras Timeline: 5 weeks			
<p>1.1-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>1.3- 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>2.1-Students demonstrate the importance of following cultural expectations while participating in cultural practices.</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, health and physical fitness and the performing arts</p> <p>4.1-Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own</p>	<p>People choose clothing that reflects their personal identity as well as their cultural heritage.</p> <p>Clothing and shopping vocabulary</p> <p>Getting around town</p> <p>Direct object pronouns</p>	<p><u>Essential Questions:</u></p> <p>What clothing do teenagers wear?</p> <p>How is clothing purchased in other countries?</p> <p>What cultural elements influence the clothing choices in other countries?</p> <p>What does your style of clothing suggest about you and the culture in which you live?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>language and the language they are learning.</p> <p>5.1-Students contact local agencies to secure information regarding products or practices of target-language cultures.</p>			
Unit Six: Bienvenido a nuestra casa (Model Unit-House and Home) Timeline: 5 weeks			
<p>1.1-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>1.2 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 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>2.2-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>3.2-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>4.2-Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p> <p>5.2-Students consult various sources in the target language to</p>	<p>How people define a home differs according to culture, geography, and resources.</p> <p>Although houses share commonalities throughout the world, the notion of home is tied to one's culture and personal vision.</p> <p>Vocabulary related to rooms in the house, furniture, chore</p> <p><i>ser vs. estar</i></p> <p><i>tu</i> affirmative commands</p> <p>Ordinal numbers</p>	<p><u>Essential Questions:</u></p> <p>How does my definition of home compare to that of other students' from other cultures?</p> <p>How does the definition of chore differ depending on culture?</p> <p>What is a home?</p> <p>How and where do I live?</p> <p>How and where do people live in the countries where the target language is spoken?</p> <p>What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p> <p>Interpretive Tasks</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
obtain information on topics of personal interest. Students also establish communication with speakers of the target language.			
Unit Seven: Mantener un cuerpo sano Timeline: 5 weeks			
<p>1.1-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>1.3- 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>2.2-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>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, health and physical fitness and the performing arts.</p> <p>3.2-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>4.2-Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p> <p>5.2-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>A person's perception of health depends on cultural values related to physical definitions and emotional mores.</p> <p>A person's command of language can affect the quality of health care he is able to receive.</p> <p>Vocabulary related to health and emotion</p> <p>Parts of the body</p> <p>Illnesses and remedies</p> <p><i>Estar</i></p> <p>Sports</p> <p><i>Jugar</i></p> <p><i>Ssaber vs. conocer</i></p> <p>Preterit of –ar verbs.</p> <p>.</p>	<p><u>Essential Questions:</u></p> <p>How do I express myself and my feelings to others?</p> <p>How do I communicate my health or state of being to others?</p> <p>How does my definition of what it means to be healthy compare to that of someone from the target language culture?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p>Skit</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p> <p>Skit</p>

Curriculum Framework for Visual Art Production

School: The Delaware MET

Curricular Tool: N/A

Grade or Course Visual Art

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
Unit One: Essentials of Drawing Balance/Composition Timeline : 8 weeks			
<p>1.1 Select and use different media, techniques and processes that are used to create works of art (E)</p> <p>1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art (E)</p> <p>2.1 Identify the elements of art (E)</p> <p>2.2 Select and use the elements of art in works of art (E)</p> <p>2.3 Identify the principles of design (E)</p> <p>2.5 Evaluate works of art in terms of structure and function (E)</p> <p>2.8 Select and apply the knowledge of the elements of art and principles of design to convey ideas in works of art (E)</p> <p>4.1 Identify historical and cultural characteristics of works of art (E)</p> <p>4.4 Speculate on how history and culture give meaning to a work of art (E)</p> <p>5.1 Discuss how individual experiences influence personal works of art (E)</p> <p>5.3 Describe personal responses to selected works of art (E)</p>	<p>Artists create works of art employing both conscious and intuitive thought.</p> <p>Art may be created solely to fulfill a need to create.</p> <p>Basics of drawing shapes, contour lines, and shading</p> <p>Composition</p> <p>Difference of contrast in a drawing</p> <p>Shading techniques to create one drawing</p>	<p>What is art?</p> <p>What makes art more or less authentic?</p> <p>To what extent can media be manipulated using a variety of techniques and processes?</p> <p><u>Learning Targets:</u> Students will create works of art that use specific principles to solve visual problems.</p> <p>Students will demonstrate skill in observation from real life to present convincing, accurately rendered objects or subject matter</p>	<p><u>Informal:</u> Self evaluation Discussion</p> <p><u>Formal Assessment:</u> Quizzes Participation readings Rubrics</p> <p>Art Project: Student will create a 3 day long still life drawing, starting with contour lines. Students will use shading to create depth</p> <p>Art Project: Students will create a contour line drawing of objects using the overlapping techniques. Students will use pen to go back in over top of pencil.</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
Unit Two: Line Timeline: 3 weeks			
<p>1.1 Select and use different media, techniques and processes that are used to create works of art (E)</p> <p>1.2 Use selected two dimensional and three-dimensional media to communicate ideas (E)</p> <p>1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art (E)</p> <p>1.7 Describe how media and techniques are used to create two-dimensional and three dimensional works of art (E)</p> <p>2.1 Identify the elements of art (E)</p> <p>2.2 Select and use the elements of art in works of art (E)</p> <p>2.3 Identify the principles of design (E)</p> <p>2.5 Evaluate works of art in terms of structure and function (E)</p> <p>2.9 Plan, design and execute multiple solutions to challenging visual arts problems (E)</p> <p>4.7 Describe how the visual arts influence history and cultures (E)</p> <p>5.4 Analyze works of art to speculate why they were created (E)</p>	<p>Artists must understand media, techniques and process as tools to communicate.</p> <p>Artists consider multiple approaches to visual problems.</p> <p>Form and function may or may not be related one to the other.</p> <p>Interpret line structure effect on</p> <p>Pieces of work have personality and mood.</p> <p>contour lines</p> <p>Blind contours</p> <p>Principles of perspective</p> <p>Vanishing points</p> <p>Vertical, parallel, perpendicular lines</p>	<p>Essential Questions: Why is perspective important in creating a drawing?</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>Learning Targets: Students will be able to create a piece using different types of lines while using black ink.</p> <p>Students will be able to create still life line drawings t using contour lines.</p> <p>Students will be able to include perspective-two point into their composition</p>	<p>Informal: Self evaluation Discussion Participation in readings</p> <p>Formal Assessment: Quizzes Presentation rubrics</p> <p>Art Project: Students will create a line design using lines to create movement, and pattern. Students will also look at rectangle patterns to create this piece. Students will need to create balance with black and white, and have depth.</p> <p>Art Project: Students will create a 2 point drawing using just implied lines. Students will create a mini city using 2 point perspective.</p>
Unit Three: Color/Value Timeline: 4 weeks			
<p>2.2 Select and use the elements of art in works of art (E)</p>	<p>Every work of art has a point of view.</p>	<p>How has art changed through time?</p>	<p>Informal: Self evaluation Participation in oral discussion</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>2.3 Identify the principles of design (E)</p> <p>2.5 Evaluate works of art in terms of structure and function (E)</p> <p>4.4 Speculate on how history and culture give meaning to a work of art (E)</p> <p>4.7 Describe how the visual arts influence history and cultures (E)</p> <p>5.4 Analyze works of art to speculate why they were created (E)</p>	<p>Art celebrates the unique characteristics of all cultures.</p> <p>Subject matter, symbols and ideas are all rooted in culture.</p> <p>Color wheel</p> <p>Tint</p> <p>Tone</p> <p>Shade</p> <p>Monochromatic, analogous and complimentary colors</p>	<p>Why is understanding the color wheel an important part of art?</p> <p><u>Learning Targets:</u> Students will be able to: mix colors and create color relationships based on the color wheel.</p> <p>Students will understand the value scale of monochromatic colors, tones, complimentary, warm, and cool</p> <p>Students will experiment with painting styles based on impressionist and post-impressionist examples Students will paint an abstract composition from realistic still-life images Students will verbalize about color theory in a critical format</p>	<p>Participation in readings</p> <p><u>Formal Assessment:</u> Quizzes Presentation rubrics</p> <p>Art Project: Students will create a color scheme portrait piece. Students will draw a portrait of either themselves from a photograph or someone famous. Their choice. Once they are done drawing the portrait, they will then break the paper into quadrants. Each quadrant will be a different color scheme.</p> <p>Art Project: Students will learn about Matisse and working with bright colors, and balance. Students will create a Fauvist piece using foreground, Middle-ground and background.</p>
<p>Unit Four: Pattern/Rhythm/Movement Timeline: 3 weeks</p>			
<p>1.1 Select and use different media, techniques and processes that are used to create works of art (E)</p> <p>1.6 Identify different media, techniques and processes that are used to create works of art (E)</p> <p>2.2 Select and use the elements of art in works of art (E)</p> <p>2.7 Select and use the principles of design in works of art (E)</p> <p>3.1 Identify subject matter, symbols and ideas in</p>	<p>Art draws upon all aspects of human experience.</p> <p>Artists make thoughtful choices in creating works of art.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Focal point</p>	<p><u>Essential Questions:</u> How can movement be created without sacrificing unity and elements in the design?</p> <p>How are symbols used to influence a piece of art?</p> <p><u>Learning Targets:</u> Students will be able to define unit vocabulary and identify its use in art.</p>	<p><u>Informal:</u> Self evaluation Discussion Participation readings</p> <p><u>Formal Assessment:</u> Quizzes Presentation rubrics</p> <p>Art Project: For this project, you will first design</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
works of art (E) 3.2 Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art (E)	Visual tempo	Students will be able to integrate rhythm and movement into pattern Students will create movement through placement of motion	15-20 motifs that fit inside a 1 inch square. Next, you will choose your favorite 5-7 motifs to repeat. These combined motifs will form your pattern by the interaction of the positive and negative spaces. The pattern will be created with black sharpie marker or colored pencils on white or colored paper.
Unit Five: Shape/Contrast/Balance Timeline: 6 weeks			
1.1 Select and use different media, techniques and processes that are used to create works of art (E) 1.5 Compare and contrast the different effects created by various two-dimensional and three-dimensional works of art (E) 1.6 Identify different media, techniques and processes that are used to create works of art (E) 2.1 Identify the elements of art (E) 2.4 Analyze the elements of art (E) 2.5 Evaluate works of art in terms of structure and function (E) 3.1 Identify subject matter, symbols and ideas in works of art (E)	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 consider multiple approaches to visual problems. Form and function may or may not be related one to the other. Types of shapes Shapes and form Balanced composition	<u>Essential Questions:</u> How has Pop and op art influenced our society? <u>Learning Targets:</u> Students will create a composition creating the illusion of a 3D form on a 2D surface. Students will create a piece defining the difference between shape and form	<u>Informal:</u> Self evaluation Discussion Participation in readings <u>Formal Assessment:</u> Quizzes Presentation rubrics <u>Art Project:</u> Students will create their own personal mandala. Students will look at work from John DeMarco and base their designs off of symmetry. Your design must exhibit symmetry, either rotational or bilateral or both, and you must be able to explain the type of symmetry used. The colors and other elements you use to fill in the areas of the design do not necessarily have to be symmetrical. You can use different colors, with balance to create your different sections.

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
Unit Six: The Golden Mean to an End (DOE Model Unit) Timeline: 4 weeks			
<p>1.1 Select and use different media, techniques and processes that are used to create works of art (E)</p> <p>1.2 Use selected two dimensional and three-dimensional media to communicate ideas (E)</p> <p>2.3 Identify the principles of design (E)</p> <p>2.5 Evaluate works of art in terms of structure and function (E)</p> <p>2.6 Analyze the principles of design (E)</p> <p>2.7 Select and use the principles of design in works of art (E)</p> <p>2.9 Plan, design and execute multiple solutions to challenging visual arts problems (E)</p> <p>3.2 Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning in works of art (E)</p> <p>4.1 Identify historical and cultural characteristics of works of art (E)</p> <p>4.2 Describe how the arts and artists influence each other across history and cultures (E)</p> <p>4.3 Compare the purpose of works of art and design in history and cultures (E)</p> <p>4.4 Speculate on how history and culture give meaning to a work of art (E)</p> <p>4.5 Describe and differentiate the roles of artists in society across history and cultures (E)</p> <p>5.2 Identify ways the visual arts are used as communication (E)</p> <p>5.3 Describe personal responses to selected works</p>	<p>Design is inherent in nature.</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> Design is a plan and process. Artists make thoughtful choices in creating works of art. Form and function may or may not be related to one another. Art is a universal symbol system that transcends language barriers. Timeless works of art are deemed important for a variety of reasons. Reflection, assessment, and refinement are key steps in the process of creating art. There is a relationship between mathematics and visual art. Design is thinking creatively. 	<p><u>Essential Questions:</u></p> <p>To what extent does good design integrate form with function?</p> <p>How is design expressed in the natural and human-made environment?</p> <p>What makes a great work of art?</p> <p>How might science and art be related?</p> <p><u>Learning Targets:</u></p> <p>Students will know...</p> <ul style="list-style-type: none"> The Golden Mean as a means of organizing a work of art. How artists have used the Golden Mean to create masterpieces throughout history. Art vocabulary: Golden Mean, Golden Ratio, Golden Spiral, Phi, The Divine Proportion, Fibonacci Numbers, Parthenon, Vitruvian Man. Historic information about art relating to the Golden Mean. <p>Students will be able to...</p> <ul style="list-style-type: none"> Compare, analyze, and 	<p><u>Informal:</u></p> <p>Self evaluation Discussion Participation in readings</p> <p><u>Formal Assessment:</u></p> <p>Quizzes Presentation rubrics Figure Drawing/Portraiture Rubrics Portfolio Review Written Responses to WebQuest</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
<p>of art (E)</p> <p>6.3 Describe and/or demonstrate how skills transfer between the visual arts and other disciplines (E)</p>		<p>discuss works of art.</p> <ul style="list-style-type: none"> • Design and complete compositions based upon the Golden Mean. • Organize visual information. • Use technology to locate and access resources. • Talk about and critique their personal work. • Identify works of art that illustrate the Golden Mean. 	
Unit Seven: 3D arts Timeline: 8 weeks			
<p>1.1 Select and use different media, techniques and processes that are used to create works of art (E)</p> <p>1.2 Use selected two dimensional and three-dimensional media to communicate ideas (E)</p> <p>2.1 Identify the elements of art (E)</p> <p>2.9 Plan, design and execute multiple solutions to challenging visual arts problems (E)</p> <p>2.10 Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects (P/E)</p> <p>3.2 Integrate a variety of sources for subject matter, symbols and/ or ideas which best communicate an intended meaning (E)</p> <p>4.1 Identify historical and cultural characteristics of works of art (E)</p> <p>5.7 Describe how a work of art can convey a voice</p>	<p>Every work of art has a point of view.</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>Subject matter, symbols and ideas are all rooted in culture.</p> <p>The process of choosing and evaluating subject matter, symbols and ideas may be deliberate or intuitive.</p> <p>Figurative art</p>	<p>Essential Questions: How does art influence culture?</p> <p>What design and technical considerations are necessary for a successful piece of clay?</p> <p>Learning Targets: Students will be able to create a standing 3d sculpture.</p>	<p>Informal: Self evaluation Participation in oral discussion Participation readings</p> <p>Formal Assessment: Quizzes Presentation rubrics</p> <p>Art Project: Students will create a linear toothpick structure. Students will use 100 toothpicks, with Styrofoam to create a sculpture in the round. Once you create a sculpture of toothpicks you will then be able to spray paint the toothpicks.</p> <p>Art Project: Students will be able to create a series of clay pieces using the coil,</p>

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
of one or a voice of many in works of art (E) 6.1 Compare and contrast relationships and characteristics between the visual arts and other disciplines (E)	Free standing Sculpture in the round		pinch, and drape techniques. Students will create one each.
Unit Eight: Printmaking Timeline: 6 weeks			
1.1 Select and use different media, techniques and processes that are used to create works of art (E) 1.2 Use selected two-dimensional and three-dimensional media to communicate ideas (E) 1.4 Demonstrate how a single medium or technique can be used to create multiple effects in works of art (E) 2.1 Identify the elements of art (E) 2.9 Plan, design and execute multiple solutions to challenging visual arts problems (E) 2.10 Analyze how the elements of art and principles of design applied through various media, techniques and processes produce different effects (P/E) 3.4 Select and use subject matter, symbols and ideas to communicate meaning in works of art (E) 4.2 Describe how the arts and artists influence each other across history and cultures (E) 4.6 Describe how history and cultures influence the visual arts (D/P) 4.7 Describe how the visual arts influence history and cultures (D/P) 6.2 Compare the use of technology, media and processes of the visual arts with other disciplines	Art has been created by all peoples, in all times and in all places. Art preserves and depicts history in ways words cannot. Subject matter, symbols and ideas are all rooted in culture. Natural resources have influenced the creation of indigenous art forms. The means to create art always changes. Positive/Negative Space Storytelling Value Mark making	<u>Essential Questions:</u> What makes printmaking different from drawings? What determines good craftsmanship in a print? <u>Learning Targets:</u> Students will be able to create a print using multiple techniques such as chincolet, mono print, and stencils. Students will visualize and demonstrate concepts through printmaking. Students will use critical and analytical methods of problem solving to visualize their concepts via various printmaking techniques Students will demonstrate an understanding of figure-ground relationships.	<u>Informal:</u> Self evaluation Discussion Participation in readings <u>Formal Assessment:</u> Quizzes Presentation rubrics <u>Art Project:</u> Students will create an illustration through a block print. Students will come up with a social idea and transfer to a block. They will then print the block onto block printing paper. Students will learn about Andy Warhol and Roy Lichenstein. Students will create a block print, using positive/negative space and the concept of Pop Art. Students' piece will be bright and multiple colors. Students will also use the chincolet technique in their blocks that they print.

Standards Alignment	Unit Concepts	Essential Questions/Student Learning Targets	Assessments
(E) 6.4 Describe how learning in the visual arts helps develop essential skills for life and the workplace (E)			

Curriculum Framework for School-wide Chorus

School: The Delaware MET

Curricular Tool: N/A

Grade or Course: Various Grade Levels

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Singing Together Timeline: September to December			
1.1 Imitate melodic patterns (E) 1.2 Sing on pitch within the appropriate singing range (E) 1.3 Sing on pitch in rhythm while applying a steady beat (E) 1.4 Sing demonstrating proper posture and breathing (E) 1.5 Sing demonstrating proper vocal technique (E) 1.6 Sing expressively utilizing dynamics and phrasing (E) 1.7 Sing call and response (E) 1.8 Singing ostinati with songs (E) 1.9 Sing in groups in response to gestures of a conductor (E) 1.10 Sing rounds (E) 1.11 Sing partner songs (E) 1.12 Sing music in 2 and 3 parts (E) 1.13 Sing in groups and blending vocal timbres (P/E) 1.14 Sing a repertoire of songs representing different genres, styles and languages (P/E) 1.15 Sing expressively with phrasing, dynamics and stylistic Interpretation (P/E) 5.1 Identify and define standard notation symbols (E) 5.2 Read rhythmic notation (E) 5.3 Read melodic notation (E) 5.4 Read a single line of an instrumental or vocal part (E) 5.5 Notate symbols and terms for meter and rhythm (E) 5.6 Notate symbols for pitch (E) 5.7 Notate symbols and terms referring to dynamics, tempo and Articulation (E) 5.8 Read an instrumental or vocal score (D/P) 5.9 Read unfamiliar music with tonal and rhythmic accuracy (D/P) 5.10 Read simple melodies in 2 or more clefs (D/P) 6.1 Express changes and contrasts in music through movement (E) 6.3 Identify and classify voices by range and quality (E)	Big Ideas Students will understanding and refine basic vocal techniques to enhance performance. Students will understand the physiological changes of the voice during adolescence and how these changes affect the voice. Students will understand and refine the basic vocal mechanics and music reading techniques to enhance performance. Singing in a choir is different from singing as a soloist. Choirs must listen to each other as they sing to ensure blend and balance. Expression of a song is demonstrated through the use of tone and changes in vowels and dynamics. Concepts <ul style="list-style-type: none"> Rehearsing 4-part music of beginner level difficulty Posture and Breathing 	Essential Questions <ul style="list-style-type: none"> What are the essentials of good posture for singing? What are the physical characteristics necessary for good breath support? What is Solfege and how do we use it to read music? What is an open, relaxed vocal sound? What vocal changes occur during teenage years What does proper breathing look/feel like? Why is it important to breathe correctly while singing? How does vowel formation and placement change the tone of a song? What is good intonation and how do we achieve it? How are balance and blend achieved within a choir? How do dynamics affect the mood of a song? How do expressive elements communicate an idea and/or feeling in a song? 	<ul style="list-style-type: none"> The teacher will listen to the students' perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. Rubric A will be used to assess how the student's performances. Singing assessments on sight-reading in the keys of C, and G major with Solfege, using rubric B. Written assessments on identifying notes in the Treble clef, and music vocabulary and symbols.



Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
6.7 Identify the elements of music within a musical composition (E) 7.1 Express personal preferences for specific musical styles (E) 7.8 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 (D/P) 8.3 Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music (D/P) 8.4 Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form) (D/P) 8.5 Compare and contrast artistic themes across cultures, history and multiple media (D/P) 9.1 Identify and describe the roles of musicians in various historical periods, cultures, genre and styles (E) 9.2 Listen to music from various periods and diverse cultures by genre or style (D/P)	<ul style="list-style-type: none"> Solfege syllables, staff, clefs, scales, and key signatures Tone Quality Intonation Balance/Blend Dynamics 	<u>Learning Targets</u> <ul style="list-style-type: none"> Exhibit proper breathing while singing Sing with open throat Relaxed jaw Listen and identify various tone colors. Produce lighter and darker, fatter and thinner vocal qualities through shaping lips and mouth. Identify their voice part by range sung and follow that part in a score Perform with proper balance within a choir Perform with proper blend within the choir Shape vowels correctly while singing 	
Unit Two: Introduction to Sight Reading Timeline: January to March			
1.1 Imitate melodic patterns (E) 1.2 Sing on pitch within the appropriate singing range (E) 1.3 Sing on pitch in rhythm while applying a steady beat (E) 1.4 Sing demonstrating proper posture and breathing (E) 1.5 Sing demonstrating proper vocal technique (E) 1.6 Sing expressively utilizing dynamics and phrasing (E) 1.7 Sing call and response (E) 1.8 Singing ostinati with songs (E) 1.9 Sing in groups in response to gestures of a conductor (E) 1.10 Sing rounds (E) 1.11 Sing partner songs (E) 1.12 Sing music in 2 and 3 parts (E) 1.13 Sing in groups and blending vocal timbres (P/E) 1.14 Sing a repertoire of songs representing different genres, styles and languages (P/E)	<u>Big Ideas</u> Students will understand and refine the basic vocal mechanics and music reading techniques to enhance performance. Students will understand different vocal styles and use them in performance. Expression of a song is also demonstrated through the use phrasing and shaping vocal lines appropriately. Music has a universal written	<u>Essential Questions</u> <ul style="list-style-type: none"> What is Solfege and how do we use it to read music? Why is sight reading important to musicians? How do we apply Solfege to a Major Scale? How do we deliver a text to its best advantage? What are the voice part classifications that occur as our voices mature? What are different styles of singing used vocal music? 	<ul style="list-style-type: none"> The teacher will listen to the students' perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. Rubric A will be used

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>1.15 Sing expressively with phrasing, dynamics and stylistic Interpretation (P/E)</p> <p>5.1 Identify and define standard notation symbols (E)</p> <p>5.2 Read rhythmic notation (E)</p> <p>5.3 Read melodic notation (E)</p> <p>5.4 Read a single line of an instrumental or vocal part (E)</p> <p>5.5 Notate symbols and terms for meter and rhythm (E)</p> <p>5.6 Notate symbols for pitch (E)</p> <p>5.7 Notate symbols and terms referring to dynamics, tempo and Articulation (E)</p> <p>5.8 Read an instrumental or vocal score (D/P)</p> <p>5.9 Read unfamiliar music with tonal and rhythmic accuracy (D/P)</p> <p>5.10 Read simple melodies in 2 or more clefs (D/P)</p> <p>6.7 Identify the elements of music within a musical composition (E)</p> <p>7.1 Express personal preferences for specific musical styles (E)</p> <p>7.2 Identify ways for evaluating compositions and performances (E)</p> <p>7.3 Explain personal music preferences using appropriate terminology (E)</p> <p>7.4 Discuss and evaluate the relationship between music and human emotions (D/P)</p> <p>7.5 Develop and apply criteria for evaluating compositions and Performances (D/P)</p> <p>7.6 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing (D/P)</p> <p>8.5 Compare and contrast artistic themes across cultures, history and multiple media (D/P)</p> <p>9.2 Listen to music from various periods and diverse cultures by genre or style (D/P)</p>	<p>language.</p> <p>Concepts</p> <ul style="list-style-type: none"> Rehearsing 4 part music of intermediate level difficulty Review of breath support, unison vowels. Continued study of music reading, Solfege syllables, scales, and key signatures. Analyzing Text Phrasing and shaping lines. Voice Classification Diction. Classical, gospel, styles 	<p>Learning Targets</p> <ul style="list-style-type: none"> Identify and sing pitches using letters, scale degrees and Solfege syllables. Identify good and bad intonation by listening. Demonstrate good and bad intonation of intervals, chords. Demonstrate staggered breathing Identify phrases and stressed words. Demonstrate uniform vowels. Identify diphthongs and demonstrate how to sing them. Demonstrate quick, clear consonants, both voiced and unvoiced. 	<p>to assess the student's performances.</p> <ul style="list-style-type: none"> Singing assessments on sight-reading in the keys of D, and A major with Solfege, using rubric B. Written assessments on identifying notes in the Treble clef, and music vocabulary and symbols.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Three: Performance Timeline: April to May			
1.1 Imitate melodic patterns (E) 1.2 Sing on pitch within the appropriate singing range (E) 1.3 Sing on pitch in rhythm while applying a steady beat (E) 1.4 Sing demonstrating proper posture and breathing (E) 1.5 Sing demonstrating proper vocal technique (E) 1.6 Sing expressively utilizing dynamics and phrasing (E) 1.7 Sing call and response (E) 1.8 Singing ostinati with songs (E) 1.9 Sing in groups in response to gestures of a conductor (E) 1.10 Sing rounds (E) 1.11 Sing partner songs (E) 1.12 Sing music in 2 and 3 parts (E) 1.13 Sing in groups and blending vocal timbres (P/E) 1.14 Sing a repertoire of songs representing different genres, styles and languages (P/E) 1.15 Sing expressively with phrasing, dynamics and stylistic Interpretation (P/E) 5.1 Identify and define standard notation symbols (E) 5.2 Read rhythmic notation (E) 5.3 Read melodic notation (E) 5.4 Read a single line of an instrumental or vocal part (E) 5.5 Notate symbols and terms for meter and rhythm (E) 5.6 Notate symbols for pitch (E) 5.7 Notate symbols and terms referring to dynamics, tempo and Articulation (E) 5.8 Read an instrumental or vocal score (D/P) 5.9 Read unfamiliar music with tonal and rhythmic accuracy (D/P) 5.10 Read simple melodies in 2 or more clefs (D/P) 6.1 Express changes and contrasts in music through movement (E) 6.3 Identify and classify voices by range and quality (E) 6.6 6.7 Identify the elements of music within a musical composition (E) 7.1 Express personal preferences for specific musical styles (E) 7.2 Identify ways for evaluating compositions and performances (E)	<p>Big Ideas</p> <p>Constructive criticism helps the performer become better. Active participation in the choir leads to understanding of vocal applications.</p> <p>Participating in a choir and using knowledge of musical skills in a singing performance can help build self-esteem and confidence.</p> <p>Demonstrating respect for a performance, both on and off the stage, can foster a deep appreciation for other performers.</p> <p>Concepts</p> <ul style="list-style-type: none"> Rehearsing 4 part music of intermediate level difficulty Continued study of music reading, Solfege syllables, scales, and key signatures. Continued breathing study Articulation Stage behavior Group and individual responsibilities within a performance. Facial Expression 	<p>Essential Questions</p> <ul style="list-style-type: none"> What is musical articulation? What does a successful choir performance <i>look</i> like? What do you want the audience to feel when you are performing? What manners are expected by a performer? How do facial expressions convey the mood of the text? What s the role of the conductor, and what must the singer do to ensure they are following the conductor? <p>Learning Targets</p> <ul style="list-style-type: none"> Demonstrate increase airspeed for strong attacks while maintaining supported steady flow even in soft singing. Identify and demonstrate staccato, legato, marcato, accents, and sforzando articulations. Demonstrate good posture and breathing position while standing on risers. Follow a conductor Use effective facial expression while singing Approach and leave the performance area in silence Demonstrate how facial expression affects performance. 	<ul style="list-style-type: none"> The teacher will listen to the students' perform 15-20 measures of musical selections in groups of 4-6 students. The groups will have the opportunity to select a section of the piece that they are comfortable with. The teacher will also have each student sing the selection individually. Rubric A will be used to assess how the student's performances. Singing assessments on sight-reading in All MAJOR keys on Solfege, using rubric B. Written assessments on identifying notes in the Treble clef, and music vocabulary and symbols.

Standards Alignment	Unit Concept/Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>7.3 Explain personal music preferences using appropriate Terminology (E)</p> <p>7.4 Discuss and evaluate the relationship between music and human emotions (D/P)</p> <p>7.5 Develop and apply criteria for evaluating compositions and performances (D/P)</p> <p>7.6 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing (D/P)</p> <p>7.7 Critically evaluate one's own musical creations (D/P)</p> <p>7.8 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 (D/P)</p> <p>8.1 Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music (E)</p> <p>8.3 Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music (D/P)</p> <p>8.4 Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form) (D/P)</p> <p>8.5 Compare and contrast artistic themes across cultures, history and multiple media (D/P)</p> <p>9.1 Identify and describe the roles of musicians in various historical periods, cultures, genre and styles (E)</p> <p>9.2 Listen to music from various periods and diverse cultures by genre or style (D/P)</p>		<ul style="list-style-type: none"> • Demonstrate how to follow a conductor • Describe the elements of effective stage presence. • Demonstrate what proper performance etiquette looks like. 	

The Delaware MET Course Selection Handbook

Credit Requirements

State of Delaware Law for a Diploma

No public school student shall be granted a State of Delaware Diploma unless such student shall have 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.

The Delaware MET Credit Requirements

The curriculums for all required courses have been developed to meet State of Delaware Content Standards for English, mathematics, social studies, and science. The Delaware MET believes in high expectations and building bridges to allow students to reach those expectations. The curriculum at The Delaware MET incorporates research-based best practices which are known to help students achieve their full potential and to do their personal best.

THE DELAWARE MET Graduation Requirements

Includes Delaware Department of Education Requirements Minimum of 26 credits required

English	4.0 credits
Social Studies	3.0 credits
Mathematics	4.0 credits
Science	3.0 credits
Foreign Language (Spanish)	2.0 credits
Physical Education	1.0 credits
Health	.5 credits
Advisory/Project Workshop/LTI Internship Pathway	8.0 credits
Internship	3.0 credits
Electives/Beyond the Bell	3.5 credits

Total: 32.0 credits

Seniors who successfully complete the minimum of 32 credits that include the above courses are eligible for graduation and will receive a diploma.

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 written list of all major requirements. Parents will be expected to review the syllabus with their student and return a signed copy to the teacher.

Students must accumulate passing grades in all core curriculum requirements each year to be promoted to the following grade level. In order to be promoted to 11th grade, students must also complete the Sophomore Gateway Exhibition, which includes reflection on what has been learned through the academic rotations and Learning Through Interests Internships. This gateway exhibition will also focus on the students' career pathway – a series of at least four internships within the same field that demonstrate a growing proficiency. The student will need to demonstrate which internships will be a part of the sequence and

where future internships might lead them to build upon the skills learned by the student.

THE DELAWARE MET Grading Policy

Academic work at The Delaware MET will be largely project-based and expectations for grading will be outlined to students through rubrics and model papers. The following grading scale will be in effect.

A – Excels beyond standards for proficiency	93-100
B – Meets standards for proficiency	85-92
C – Approaching standards for proficiency	77 -84
D – Below standards for proficiency	70-76
F – Far below standards for proficiency	below 70
I – Incomplete	work which must be completed (no credit)

The Delaware MET Educational Program

THE DELAWARE MET Course Descriptions

All students will be required to complete programs that maintain high expectations and which will prepare students to succeed in college, trade school, the military, or career opportunities. Differentiation in the education program will occur in the projects designed to extend learning into the LTI internship program. The teachers at The Delaware MET will maintain high expectations for both coursework and student-designed projects. The school provides a tutoring program after school for students who require more time and assistance to meet course requirements. The following outline of courses provides students with a course of study that will meet the academic standards endorsed by the State of Delaware.

English

English 9	1.0 Credit	Required
English 10	1.0 Credit	Required
American Literature	1.0 Credit	Required
World Literature	1.0 Credit	Required
Creative Writing	.5 Credit	Elective
Communications and Media Studies	.5 Credit	Elective
Journalism	.5 Credit	Elective

Mathematics

Integrated Math I	1.0 Credit	Required
Integrated Math II	1.0 Credit	Required
Integrated Math III	1.0 Credit	Required
Integrated Math IV	1.0 Credit	Required

Social Studies

Geography and Civics	1.0 Credit	Required
Enhanced Economics	1.0 Credit	Required
US History	1.0 Credit	Required
World History	1.0 Credit	Required

Science

Earth/Physical Science	1.0 Credit	Required
Life Sciences	1.0 Credit	Required
Chemistry/Physics	1.0 Credit	Required
Ecology/Astronomy	1.0 Credit	Required

World Language

Spanish I	1.0 Credit	Required
Spanish II	1.0 Credit	Required

Fine and Performing Arts

Chorus	.5 Credit	Elective
Performance Choir*	.5 Credit	Elective
Introduction to Art	.5 Credit	Elective
Art in the Community*	.5 Credit	Elective
Art in the Media*	.5 Credit	Elective
Media Production	.5 Credit	Elective

* added in 2014-2015

Advisory/Project Workshop/LTI Internship Pathway

Advisory 101	2.0 Credits	Required
Advisory 102	2.0 Credits	Required
Advisory 103*	2.0 Credits	Required
Advisory 104**	2.0 Credit	Required

* added in 2014-2015

** added in 2015-2016

Learning Through Interests Internships

LTI Internship 1	.5 Credit	Required
LTI Internship 2	.5 Credit	Required
LTI Internship 3*	.5 Credit	Required
LTI Internship 4*	.5 Credit	Required
LTI Internship 5**	.5 Credit	Required
LTI Internship 6**	.5 Credit	Required

* added in 2014-2015

** added in 2015-2016

Driver's Education

Driver's Education	.25 Credit	Elective
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Course Descriptions

English Language Arts

English Language Arts I**1.0 Credit****Required**

The course is designed to provide a wide range of reading experiences with print and non-print materials that have literary, informational, persuasive, and practical purposes. Students are required to use the writing process and criteria for effective writing to demonstrate their abilities to write in a variety of forms and for multiple audiences and purposes. Students use writing to make sense of their reading and thinking experiences. Students will build their listening and speaking skills through collaborative projects and exhibitions that utilize technology to communicate ideas. This course will be integrated with social studies content.

English Language Arts II**1.0 Credit****Required**

Students will continue to build the reading, writing, speaking, listening, observing, and using of technology that was started during the freshman year. The course will include a diverse reading list of print and non-print literary, informational, persuasive, and practical “texts.” Students will use the writing process to write a variety of forms for multiple audiences and purposes. A strong focus is placed on the informational form for the purpose of recognizing, using, and analyzing: author’s purpose, organization patterns, text features, and persuasive techniques. Students are asked to make text to self, text to text, and text to world connections for the purpose of formulating and explaining opinions. Students will make multiple presentations and collaborate on projects. Students will continue to integrate inquiry skills and technology to communicate ideas. This course will be integrated with social studies content.

American Literature**1.0 Credit****Required**

Students will study the chronological development of American literature while linking thematically to students’ study of American history and the overall theme of the “American Dream.” Students will study various authors and diverse genres, such as short stories, novels, plays, poetry, non-fiction, literary essays, and drama as they learn about each time period. Students will demonstrate their academic writing in a formal MLA formatted research piece tied to their LTI project and exhibition. Writing will include transactive, expository, personal, and literary writing. Students will grow in their speaking and listening skills through presentations, exhibitions, and collaborative projects. This course will give students the opportunity to collaborate through presentations, analyze several different texts for real world application as well as for aesthetic purposes, and to use technology to enhance their reading comprehension and writing skills.

World Literature**1.0 Credit****Required**

Students will thematically study world literature as it connects with their study of world history and the theme of “Conflict and Community.” 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. Through a close reading of these texts, students will deepen their understanding of how culture and context shape the writing and how writers craft language to provide meaning and entertainment for the reader. Project-based literature study will include collaboration and conversation about the texts and written responses include analytical and comparative analysis. Students will develop expository, analytical, and argumentative pieces, as well as creative writings, including their 75 page autobiography which was begun as a freshman. Students will hone their speaking and listening skills through presentations and in preparation for their graduation gateway exhibition. Technology will be integral to all areas of this English course.

Creative Writing**0.5 Credit****Elective**

Using a workshop approach to writing, students will write on poetry, short stories, plays, and literary essays. Students will design and publish the school literary magazine, including writing for the magazine as well as evaluating writing submitted from students outside of the class. The students from the course will host a monthly coffee house after-school as venue for Spoken Word poetry and other student voices. This course will be taught in a project-based, workshop format and may be taken more than once.

Communications and Media Studies**0.5 Credit****Elective**

Students will learn about techniques for public speaking and speech writing, specializing in rhetoric and persuasive writing. Students will practice making several speeches throughout the course to develop their ability to address groups. Students will learn about the media and critically analyze the media’s role in our culture. In addition, students will contribute to the production of the daily announcements and school publicity and marketing materials. This course will be taught in a project-based, workshop format and may be taken more than once.

Journalism**0.5 Credit****Elective**

Students will develop their newspaper reporting and persuasive writing abilities. Students will apply the basics of newspaper reporting to such publications as the student newspaper, yearbook, news TV program, webpage, and other current school publications. The class will be designed as writing workshop where students will be responsible for creating assignments, writing articles, selling advertising, taking photographs, and researching other topics of interest. This course will be taught in a project-based, workshop format and may be taken more than once.

SOCIAL STUDIES

Geography and Regional Planning

0.5 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 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 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 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.

Mathematics

The Interactive Mathematics Program (IMP) is a four-year problem based mathematics curriculum with the rigor required for college-bound students. The IMP curriculum is designed around four-to-eight-week units that are each organized around a central problem or theme. Motivated by this central focus, students solve a variety of smaller problems, both routine and non-routine, that develop the underlying skills and concepts needed to solve the central problems in that unit

IMP I

1.0 Credit

Required

The first-year curriculum contains an introduction to problem-solving strategies, the use of variables, and the meaning and use of functions and graphs, as well as concepts from statistics, geometry, and trigonometry. These mathematics ideas are set in varied contexts, such as the settlement of the American West, games of chance, Edgar Allan Poe's *The Pit and the Pendulum*, and measurement of shadows.

IMP II**1.0 Credit****Required**

Students work with powerful mathematical ideas, including the chi-square statistic, the Pythagorean theorem, and linear programming, and learn a variety of approaches to solving equations. Problem contexts include statistical comparison of populations, the geometry of the honeycomb, and maximization of profits from a cookie store.

IMP III**1.0 Credit****Required**

Students extend their understanding of material studied in preceding years of the curriculum, while learning about and applying new topics such as combinatorics, derivatives, and algebra of matrices. A baseball pennant race, population growth, and decision-making on land use provide some of the contexts for the mathematical concepts.

IMP IV**1.0 Credit****Required**

Fourth-year IMP has a more varied subject matter than a calculus-focused course, and includes topics such as circular functions, computer graphics, and statistical sampling. Units build on the strong knowledge base of students who have completed three years in the program. Problem settings include a Ferris-wheel circus act and election polling.

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.

Astronomy and Space Science**.5 Credit****Required**

In this course, students will learn about the earth, the solar system, stars, the galaxy and the universe. The astronomy section of the course will provide experiences in planetary science and astronomy, and the Space Science section will provide experiences about the technology and theory of space travel. Students will learn about rockets, remote sensing, orbital mechanics, space shuttle technology, the earth's place in the universe, constellations, lives and deaths of stars, and the latest astronomical research on new planet discoveries.

Ecology**.5 Credit****Required**

Ecology is a laboratory science course that enables students to develop an understanding of the natural and man-made environment and the environmental problems the world faces. Students explore ecological concepts through an inquiry approach. Embedded standards for Inquiry and Technology & Engineering are taught in the context of the content standards for Individuals, Populations, Communities, Ecosystems, Biomes, Humans and Sustainability.

VISUAL AND PERFORMING ARTS
School-Wide Chorus**0.5 Credit****Elective**

Chorus places emphasis on active participation and performance, tone quality, expression, diction, blend, breath support, musical discrimination, and interpretation. Fundamentals of music theory and music history are introduced and music from a variety of genres will be performed. The chorus will perform traditional and classical pieces of music, as well as music representative of the cultural background of the school, connecting students, heritage, culture, and traditions. This course may be taken multiple times.

Performance Choir**0.5 Credit****Elective**

Students taking performance choir will develop musicianship and specific performance skills through ensemble and solo singing while building a high quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Students may take this course more than once. Pre-requisite: Chorus

Visual Art Production**0.5 Credit****Elective**

Visual Art Production is designed to a general course to introduce and extend students' understanding and skills in producing visual art. The content of the course will include an introduction to two and three-dimensional art that encompasses art history, art criticism, aesthetics, and production and leads to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two and three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration. This course will be taught in a studio format to accommodate students' varying skill levels.

Art in the Community**0.5 Credit****Elective**

This course will focus on students' study of the visual artwork, drama, dance, and other performances that are representative of the local community. Students will learn about various types of art and research their history and criteria for evaluation. Together, students will seek to draw lines connecting forms of art and discussing what art contributes to the community. Students will also become artists themselves and create a portfolio of work to share. This course will be taught in a project-based, workshop format and may be taken more than once.

Art in the Media**0.5 Credit****Elective**

Students will focus on how art (photography, video, political cartoons, etc.) is used in the media both as a work unto itself and as it contributes and impacts the message given in the new story. The course will consider art that is found

in print, on TV, and on the web. Elements of effective photography and videography will be explored and applied to various media events. Students will also learn about graphic design and will try to create their own art as they produce video infomercials and other public service ads. This course will be taught in a project-based, workshop format and may be taken more than once.

Media Production

0.5 Credit

Elective

In Media Production, students will be expected to develop an understanding of the media industry with a focus on fundamental elements and principles of visual art and design. In addition to the creation and design of graphic materials for use as illustration, advertising, and computer graphics, students will also design and create multimedia projects that are based on the challenges in the media production industry. Students will employ a creative design process to create original two- or three-dimensional projects; and apply art elements and principles to photographic works and multimedia applications that include digital and interactive media. This course will be individualized through a workshop format, so students may take the course multiple times.

TECHNOLOGY

Keyboarding and Writing On-Line

0.5 Credit

Elective

Using computers quickly and effectively is an essential life skill. In this course, students will train their fingers to type quickly to make all of their work on the computer a bit smoother and faster. Students will also practice their keyboarding skills by creating and maintaining a blog to which other students can respond. Students will be required to both create the blog and write on other's blogs to keep the fingers flying.

Computer Applications

0.5 Credit

Elective

This course will introduce students to the integrated MS Office program, which is widely used in business. Students will learn basic and advanced functions of MS Word, MS Excel, and MS Power Point. MS ACCESS will be introduced. This course will take on a workshop approach as students complete projects to learn to use the MS Office program. Computer word terminology is a component as this course will help students acquire the skills needed to pass the computer literacy examination.

Publications, Power Point, and Applied Technology

0.5 Credit

Elective

This course is a nature extension of Computer Applications as students will learn the process of combining text and graphics using the computer to create attractive, stimulating publications and presentations. They will learn to create documents such as newsletters, invitations, letterheads, and advertising materials. They will also learn to combine text, graphics, photos, and videos in Power Point to meet the needs of a listening audience.

WORLD LANGUAGES

Spanish I

1.0 Credit

Required

Spanish I introduces students to the Spanish language, the people who speak Spanish, and the geography and culture of the lands where Spanish is spoken. Emphasis is placed upon developing understanding in speaking, reading, and writing the language. Oral practice is reinforced through dialogue, scenarios, presentations, and games. Aspects of Spanish culture is researched and presented in written form and orally to the class.

Spanish II

1.0 Credit

Required

Spanish II is designed to further develop the language skills of listening, speaking, reading, and writing Spanish. There is still much emphasis placed on oral practice through dialogues, scenarios, “how-to” presentations and teacher/student generated games. Considerable time is spent developing reading skills and applying them to Spanish literature. Aspects of Spanish culture is researched and presented in written form and orally to the class.

Spanish III

1.0 Credit

Elective

Spanish III builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing; exchange detailed information in oral and written form; and write cohesive information with greater detail. Students will also continue to develop their reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, and comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice pronunciation and intonation.

Physical Education and Health

Lifetime Fitness

0.25 Credits Each

1.0 Credit Required

Lifetime Fitness will promote a physical education program that encourages students to find an activity that they enjoy and can engage in beyond high school. Based on their interests, freshman and sophomore students will select to participate in four ¼ credit activities that promote a variety of physical activities in a variety of settings such as team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; yoga; rowing; and dance. In each module, students will practice skills that demonstrate: competency in motor skills and movement patterns needed to perform the physical activity; 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 and Wellness

0.5 Credit

Required

Health & Wellness provides students with a study of personal health and wellness, 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.

ADVISORY/LEARNING THROUGH INTERESTS INTERNSHIPS CAREER PATHWAY

Advisory 101

2.0 Credits

Required

Advisory 101 is for students in their freshmen year and is the class that builds connections between the academic

rotations, integrated project work and learning through interests. Students will work with their advisor and parents to develop a Personalized Learning Plan that is based on data collected through assessment and includes intermediary and long term academic goals and pathways of success to reach those goals. Students will spend a significant time learning about their interests and connecting them to fields of study and work in the real world. Students will complete interviews and job shadowing days with works and professionals in their fields of interest. Students' fall exhibition will be a presentation on what they have learned about themselves, their interests, and how those transfer into career options. Significant time will be spent developing students' skills to interact with an adult, professional world, including role plays. Students will spend time volunteering in the community to practice their skills, including the planning and coordination of a service-learning project. In the spring, students will arrange their own Learning Through Interest Internship and complete a project that integrates academic content with their real world experience. See annual expectations for Delaware MET students listed below.

Advisory 201

2.0 Credits

Required

Learning Through Interests Internship (LTI)

1.0 Credit

Required

Advisory 201 and LTI is for students in their sophomore year and continues to build connections between the academic rotations, integrated project work and LTI internships. Students will revise their intermediary and long term goals on their Personalized Learning Plan to reflect achievements freshman year and updated assessment data. Blended learning opportunities will be available during advisory time to individualize instruction. In the fall and the spring, based on their interests, students will use the LTI database, phone calls, personal networks, interviews, and job shadowing to locate an internship site and mentor in the community. Each LTI internship will include an academic project that is beneficial to the site and involves deep learning of integrated content. The LTI internship will culminate in an exhibition of learning that connects the LTI project with academic content and industry standards. Students will begin to explore different colleges in the area, matching them to their interests, and take at least one college tour with their advisory. Students will continue to develop their draft of the autobiography begun in Advisory 201, participate in at least one community advocacy project, and prepare for the sophomore gateway. See annual expectations for Delaware MET students listed below.

Advisory 301

2.0 Credits

Required

Learning Through Interests Internship (LTI)

1.0 Credit

Required

Advisory 301 is for students in their junior year and builds the sequenced pathway study of LTI's within a single field of study. Work at the LTI sites will include the student learning valuable skills that are integral to the functioning of the business or organization and will be cumulative as students complete LTI's and projects within the same field. At their exhibitions, students will integrate what they have learned across several LTI's within the same field and the academic rotations. Students will develop a portfolio of colleges and universities that match their interests and attend at least one college tour; students will also begin to explore funding options for college. Students will collect artifacts for the college admission portfolio and begin a draft of a college entrance examination. The Personalized Learning Plan will continue to drive the academic program as it is revised by the student with input from the advisor, parents, and mentor, now integrating what students have learned about college admission requirements and planning to address gaps in learning. Blending learning opportunities will continue to be coordinated through the learning plan. Students will collaborate with other students in the advisory to complete a community advocacy project and continue to write and revise their autobiography. See annual expectations for Delaware MET students listed below.

Advisory 401

2.0 Credits

Required

Learning Through Interests Internship (LTI)

1.0 Credit

Required

In their senior year, students will complete their capstone project, connecting the sequenced LTI's to the academic rotations, and deep learning about industry standards within their professional field of study. To dive deeper into a field of study, students may complete one extended LTI that extends over two semesters or complete two shorter LTI's. Students will use their Personalized Learning Plan to coordinate the academic program, assess gaps, and plan for addressing the gaps. Some students may take classes at a local college to accommodate advanced studies and dual enrollment. Students will apply to several colleges to provide that option after college and work through financial aid forms in cooperation with their advisor and parents. Through collaboration with other students who are juniors or seniors, students will collaborate on a community advocacy project within their field of study to further their understanding of how the real world connects to academic content. Students will complete their 75 page

autobiography and prepare for their senior gateway presentation that is a culmination and reflection on everything they have learned while at The Delaware MET and out at LTI experiences. See annual expectations for Delaware MET students listed below.

Driver's Education

Driver's Education Course

.25 Credit

Elective

Driver Education consists of two separate instructional phases and is scheduled during the student's sophomore or junior years. Part one is the classroom theory phase, which meets for a minimum of 30 classroom hours. Part two is the roadwork phase that provides the student with at least seven hours behind the wheel, plus an additional 7 hours of observation time. Students will use the Delaware Driver Manual supplied by the state of Delaware. In class, students will participate in class discussions, writing activities, group worksheets, small group discussions, oral presentations, and a final driving exam. This course will be offered at varied times, including during the school day, after-school, and during the summer break.

The Delaware MET Annual Expectations for Students

As part of the educational program, all students at The Delaware MET will meet the following annual expectations. In addition to the general expectations of all students, the expectations of each grade level are further defined. Students will be held accountable for these expectations through their advisory and academic rotation blocks.

Annual Expectations for All Students at the Delaware MET	Completed as part of
1. Follow interests in the real world (informational interviews, volunteering/ community service, research)	Advisory
2. Have a positive impact on the community (service learning, etc.)	Advisory
3. Work with teacher/advisor to develop and/or revise Personalized Learning Plan	Advisory
4. Meet with learning-plan team three times per year to confirm Personalized Learning Plan (beginning of each semester and at the year's end) and review portfolio of evidence. Update Personalized Learning Plan online.	Advisory
5. Complete the work outlined in the Personalized Learning Plan	Advisory
6. Be aware of gaps in learning and address them through project work and/or blended learning	Advisory
7. Build a portfolio of best work and keep a binder of all work in each subject area	Advisory
8. Upload projects to Big Picture Online and collect online feedback as part of the review process	Advisory
9. Have four public exhibitions of work per year (one per LTI experience and one mid-year and one in June), integrating technology as a presentation tool	Advisory
10. Participate in at least two arts and culture activities per year	Advisory/ Beyond the Bell
11. Blog in journals three times per week to reflect on learning – engage others in online chatter about the book and respond to other reading blogs	Advisory
12. Maintain a books to read list – fiction and nonfiction	Advisory

13. Schedule daily planners every week	Advisory
14. Maintain an LTI/professional contact log	Advisory
15. Come to school on time every day	Advisory
16. Be responsible for actions and locations; sign out of advisory	Advisory
17. Be responsible for technology hardware and using technology and online resources responsibly	Advisory
18. Show respect for self and others	All areas
19. Take responsibility for the learning process	All areas
20. Take advantage of opportunities for personal and academic growth	All areas
21. Make productive summer plans prior to the end of the school year	Advisory

Annual Expectations for 9th Grade	Completed as part of
1. Complete all annual expectations for all Delaware MET students	Advisory
2. Prepare for and take the 9 th grade ELA and math DCAS	ELA/Math
3. Prepare and take the End of Course Assessment for IMP 2, if applicable	Math
4. Read at least four books outside of ELA and post on the advisory reading blog	Advisory
5. Successfully complete Humanities 9	Humanities/Advisory
6. Successfully complete IMP 1 or 2	Math/ Advisory
7. Successfully complete Earth and Physical Science	Science/ Advisory
8. Successfully complete Spanish I	Spanish/ Advisory
9. Successfully complete Physical Education	Physical Education
10. Successfully complete Health	Health
11. Participate in at least one community service project	Advisory
12. Obtain at least one LTI experience	Advisory
13. Complete proposal for Autobiographical Project	Advisory/ELA
14. Complete 25 pages or the equivalent for your Autobiographical Project	Advisory/ELA

Annual Expectations for 10th grade:	Completed as part of
1. Complete all annual expectations for all Delaware MET students	Advisory
2. Obtain an LTI during the first semester	Advisory
3. Obtain an LTI during the second semester	Advisory
4. Prepare for and take the 10 th grade ELA and math DCAS	ELA/Math
5. Prepare for and take the End of Course Assessment for ELA 2	ELA
6. Prepare for and take the End of Course Assessment for IMP 2	Math
7. Read at least five books outside of ELA, update reading inventory, and post on the advisory reading blog	Advisory
8. Present mini-exhibitions in each learning goal area during third quarter	Advisory
9. Create a personal webpage to showcase yourself as a learner and to organize best work from 9 th and 10 th grades	Advisory
10. Take the PSAT	Advisory
11. Begin to research colleges and look at requirements	Advisory
12. Visit at least one college campus	Advisory
13. Successfully complete Humanities 10	Humanities/ Advisory

14. Successfully complete IMP 2	Math/ Advisory
15. Successfully complete Biology	Science/ Advisory
16. Successfully complete Spanish II	Spanish/ Advisory
17. Complete two LTI experiences with associated projects, integrate technology as a learning and presenting tool	Advisory
18. Participate in one community advocacy project	Advisory
19. Complete an additional 25 pages or the equivalent for your Autobiographical Project	Advisory/ELA
20. Prepare for Gateway Exhibition: <ul style="list-style-type: none"> • portfolio of best work • four required letters of recommendation (advisor, mentor, parent, peer) • written defense showing student is ready for increased responsibility for their own learning and prepared to play a more active leadership role 	Advisory

Annual Expectations for 11th grade:	Completed as a part of
1. Complete all annual expectations	Advisory
2. Demonstrate heightened personal qualities and depth of work	Advisory/ Academic Rotations
3. Play a leadership role in the school and/or community	Advisory
4. Complete an LTI internship during the first semester related to an identified career field, integrating technology as a learning tool	Advisory
5. Complete an LTI internship during the second semester related to an identified career field, integrating technology as a learning tool	Advisory
6. Read at least six books, including two non-fiction, update reading inventory, and post on the advisory reading blog	Advisory
7. Prepare for and take the IMP End of Course Assessment	Math
8. Prepare for and take the US History End of Course Assessment	Humanities
9. Successfully complete Humanities 11	Humanities/ Advisory
10. Successfully complete IMP 3	Math/ Advisory
11. Successfully complete Chemistry and Physics	Science/ Advisory
12. Successfully complete one elective in the arts	Arts
13. Meet with a college counselor and share information with learning plan team	Advisory
14. Research five colleges and their admission requirements	Advisory
15. If gap remains in college admission requirements, address them in learning plan	Advisory
16. Visit at least two colleges	Advisory
17. Create a draft of college essay	Advisory
18. Begin to create a college portfolio (resume, transcript, essay, awards, best work), develop a college application website as a tool to present with college applications	Advisory
19. Prepare and take SAT or ACT in the spring	Advisory
20. Complete an additional 25 pages or the equivalent for your Autobiographical Project	Advisory/ELA
21. Have senior capstone project proposal approved by committee	Advisory
22. Collaborate with others in the advisory to complete a community advocacy project	Advisory

Annual Expectations for 12th Grade:	Completed as part of
1. Complete all annual expectations	Advisory

2. Demonstrate heightened personal qualities and depth of work	Advisory
3. Play a leadership role in the school and/or community	Advisory
4. Collaborate with other students on a community advocacy project with field of interest and related to capstone project	Advisory
5. Complete an LTI internship during the first semester related to an identified career field, integrating technology as a learning tool	Advisory
6. Complete an LTI internship during the second semester related to an identified career field, integrating technology as a learning tool	Advisory
7. Successfully complete Humanities 12	Humanities/ Advisory
8. Successfully complete IMP 4	Math/ Advisory
9. Successfully complete Chemistry and Physics	Science/ Advisory
10. Successfully complete one elective in the arts	Arts
11. Develop senior capstone project work plan based on proposal, explain how you will use technology to facilitate learning and as a presentation tool	Advisory
12. Meet consistently with senior project mentor	Advisory
13. Contact a resource related to the capstone project at least every other week and keep track of these contacts	Advisory
14. Complete an in-depth senior capstone project	Advisory
15. Read a book a month (nine total, including two non-fiction books), update reading inventory, and post on the advisory blog	Advisory
16. Prepare for and take SAT or ACT	Advisory
17. Complete a Senior Portfolio of best work	Advisory
18. Visit and interview with at least four colleges	Advisory
19. Research and apply to colleges	Advisory
20. Research and apply for scholarships and financial aid	Advisory
21. Create a post-Delaware MET plan	Advisory
22. Complete Autobiographical Project (75 pages or equivalent)	Advisory/ELA
23. Using technology and a multi-media presentation, prepare for and present work and reflection at graduation gateway exhibition	Advisory/ Academic Rotations

9th Grade Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Pick Me Up All-School		Pick Me Up All-School		Pick Me Up All-School
	Advisory	Advisory	Advisory	Advisory	Advisory
9:00					
	Humanities (Integrated Social Studies and ELA)	Spanish	Humanities (Integrated Social Studies and ELA)	Spanish	Humanities (Integrated Social Studies and ELA)
10:00					
		Physical Education		Physical Education	
11:00					
	Spanish	Health	Spanish	Health	Spanish
12:00	Lunch				
1:00	Science		Science		Science
2:00	Math	Learning Through Interests	Math	Learning Through Interests	Math
3:00	Integrated LTI Project Work		Integrated LTI Project Work		Integrated LTI Project Work
	Advisory		Advisory		Advisory
4:00					
	Beyond the Bell for PE		Beyond the Bell for Arts		

10th Grade Sample Student Schedule

	Monday	Tuesday	Monday	Tuesday	Monday
8:00	Pick Me Up All-School		Pick Me Up All-School		Pick Me Up All-School
9:00	Advisory	Advisory	Advisory	Advisory	Advisory
10:00	Driver's Education	Integrated LTI Project Work	Driver's Education	Integrated LTI Project Work	Driver's Education
11:00	Humanities (Integrated Social Studies and ELA)		Humanities (Integrated Social Studies and ELA)		Humanities (Integrated Social Studies and ELA)
12:00	Lunch		Lunch		Lunch
1:00	Science	Learning Through Interests	Science	Learning Through Interests	Science
2:00	Math		Math		Math
3:00	Spanish		Spanish		Spanish
4:00	Beyond the Bell Electives		Beyond the Bell Electives		

11th Grade Sample Studnet Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Pick Me Up All-School		Pick Me Up All-School		Pick Me Up All-School
	Advisory		Advisory		Advisory
9:00	Integrated LTI Project Work		Integrated LTI Project Work		Integrated LTI Project Work
10:00	Humanities (Integrated Social Studies and ELA)		Humanities (Integrated Social Studies and ELA)		Humanities (Integrated Social Studies and ELA)
11:00		Learning Through Interests		Learning Through Interests	
12:00	Lunch		Lunch		Lunch
	Science		Science		Science
1:00					
	Math		Math		Math
2:00					
	Spanish		Spanish		Spanish
3:00					
	Beyond the Bell Electives		Beyond the Bell Electives		
4:00					

5:00	Beyond the Bell: VPA			
	Credits Earned in 11th Grade:		Cumulative Credits:	
	ELA	1		3
	Social Studies	1		3
	Science	1		3

Math	1	3
PE	0	1
Health	0	0.5
Spanish/Elective	1	3
LTI (pathway)	2	6
Elective	1	2
Total:	8	23.5

Team A:	1 ELA Advisor	17 students
	1 SS Advisor	17 students
	1 Math Advisor	17 students
	1 Science Advisor	17 students
Team B:	1 ELA Advisor	17 students
	1 SS Advisor	17 students
	1 Math Advisor	17 students
	1 Science Advisor	17 students
Schoolwide	PE/Health	1 teacher
	Visual Arts	1 teacher
	Performing Arts	1 teacher

12th Grade Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Pick Me Up All-School		Pick Me Up All-School		Pick Me Up All-School
	Advisory		Advisory		Advisory
9:00	Integrated LTI Project Work		Integrated LTI Project Work		Integrated LTI Project Work
10:00	Humanities (Integrated Social Studies and ELA)		Humanities (Integrated Social Studies and ELA)		Humanities (Integrated Social Studies and ELA)
11:00		Learning Through Interests		Learning Through Interests	
12:00	Lunch		Lunch		Lunch
1:00	Science		Science		Science
2:00	Math		Math		Math
3:00	Advisory		Advisory		Advisory
4:00	Beyond the Bell Electives		Beyond the Bell Electives		

The Delaware MET – Personalized Learning Plan

(Note: This plan is a sample to show how students will plan for their own success. The categories of work will be adjusted based on the expectations for each grade level.)

Learning Plan Date:		Student:								
Advisor:		LTI Site:			Mentor:		Contact Information:			
My Work Title and Project Description including <u>Use of Technology</u> or attach Project Proposal	Exhibition Artifacts to Show Learning	Setting My Goals					Plan for Reaching My Goals Include Date Project will be Posted on BPL Online		Resources Needed (Print and non-print sources, people, technology, etc.)	How will I know my work is high quality?
		Empirical Reasoning	Quantitative Reasoning	Communication	Social Reasoning	Personal Qualities	Week by week plan for the marking period, including how you will use technology to help you reach your goals			
Advisory 101										
LTI Search, Work, Projects										
Fall Semester		Empirical Reasoning	Quantitative Reasoning	Communication						
Spring Semester		Social Reasoning	Quantitative Reasoning	Communication						
Academic Rotation: Humanities/ELA										
Academic Rotation: Humanities/Social Studies										

The Delaware MET – Personalized Learning Plan

(Note: This plan is a sample to show how students will plan for their own success. The categories of work will be adjusted based on the expectations for each grade level.)

My Work Title and Project Description including <u>Use of Technology</u> or attach Project Proposal	Exhibition Artifacts to Show Learning	Setting My Goals					Plan for Reaching My Goals Include Date Project will be Posted on BPL Online	Resources Needed (Print and non-print sources, people, technology, etc.)	How will I know my work is high quality?
		Empirical Reasoning	Quantitative Reasoning	Communication	Social Reasoning	Personal Qualities	Week by week plan for the marking period, including how you will use technology to help you reach your goals		
Academic Rotation: Mathematics									
Academic Rotation: Science									
Academic Rotation: Spanish									
Academic Rotation: Health and Lifetime Fitness									
Arts and Culture Activities and Electives									

The Delaware MET – Personalized Learning Plan

(Note: This plan is a sample to show how students will plan for their own success. The categories of work will be adjusted based on the expectations for each grade level.)

My Work Title and Project Description including <u>Use of Technology</u> or attach Project Proposal	Exhibition Artifacts to Show Learning	Setting My Goals					Plan for Reaching My Goals Include Date Project will be Posted on BPL Online	Resources Needed (Print and non-print sources, people, technology, etc.)	How will I know my work is high quality?
		Empirical Reasoning	Quantitative Reasoning	Communication	Social Reasoning	Personal Qualities	Week by week plan for the marking period, including how you will use technology to help you reach your goals		
Project College									
Community Service or Community Advocacy Project									
College Classes									
Independent Reading Log									
Book 1: Project/Assessment:									
Book 2: Project/Assessment:									
Book 3: Project/Assessment:									
Book 4:									

The Delaware MET – Personalized Learning Plan

(Note: This plan is a sample to show how students will plan for their own success. The categories of work will be adjusted based on the expectations for each grade level.)

My Work Title and Project Description including Use of Technology or attach Project Proposal	Exhibition Artifacts to Show Learning	Setting My Goals					Plan for Reaching My Goals Include Date Project will be Posted on BPL Online	Resources Needed (Print and non-print sources, people, technology, etc.)	How will I know my work is high quality?
		Empirical Reasoning	Quantitative Reasoning	Communication	Social Reasoning	Personal Qualities	Week by week plan for the marking period, including how you will use technology to help you reach your goals		
Project/Assessment:									
Book 5:									
Project/Assessment:									

Extracurricular Activities / Sports/Clubs:	Dates of Participation:	Awards / Accomplishments	Activity Advisor and Related Contacts:

Jobs (Place and Position):	Dates of Employment:	Description/Major Responsibilities:	Supervisor and Phone Number:

The Delaware MET – Personalized Learning Plan

(Note: This plan is a sample to show how students will plan for their own success. The categories of work will be adjusted based on the expectations for each grade level.)

Learning Plan Conference Date:	People Who Need to Attend:	Comments/Suggested Revisions to Personalized Learning Plan From the Committee:	Revisions Complete?
September			
November			
February			
March			

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:

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>
-----------------	---------------------------------

Assessment Plan

Type of Assessment	Dates of Administration/Frequency	Results/Progress

Academic Intervention Plan

[illegible]

Teacher Signature

Student Signature

Parent Signature

Record of Parent/Guardian Contacts and Notes

<i>Purpose</i>	<i>Date</i>
----------------	-------------

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: _____

Conference with last year's advisor (when applicable)	Teacher's name:	Date:	Data/Result:
Conference with parent	Name:	Date:	Data/Result:
Conference with others who have a particular knowledge about this child	Name:	Date:	Data/Result:
Conference with current advisor	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 30th 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 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2012-September 2012

January 1st: October 2012- December 2012

April 1st: January 2013- March 2013

June 30th: 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 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2013-September 2013
January 1st: October 2013- December 2013
April 1st: January 2014- March 2014
June 30th: 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 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2014-September 2014
January 1st: October 2014- December 2014
April 1st: January 2015- March 2015
June 30th: 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 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2015-September 2015
January 1st: October 2015- December 2015
April 1st: January 2016- March 2016
June 30th: 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 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2016-September 2016

January 1st: October 2016- December 2016

April 1st: January 2017- March 2017

June 30th: 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. 10th 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 Delaware MET School Leadership Team by coordinating Charter Management Organization resources provided by Innovative Schools and its subcontractor Big Picture Learning, 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 The Delaware MET school leader, Learning Through Interest Coordinator, 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, Big Picture Learning
- 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 initiatives ;
- 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"> Information Technology 	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"> Cultural Competency Training: Ensemble 	2009	Edison Charter School is currently rated superior.
		<ul style="list-style-type: none"> Grant Writing 	2009	
Delaware Department of Education	Kent	<ul style="list-style-type: none"> Grant Writing 	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"> Back Office Support 	2009-present	Sussex Academy is currently rated superior.
		<ul style="list-style-type: none"> New School Development 	2011	
East Side Charter School	New Castle	<ul style="list-style-type: none"> Back Office Support 	2010-2011	East Side Charter School is currently rated commendable
		<ul style="list-style-type: none"> Model Staffing Initiative: Instructional Culture Survey 	2011	
Seaford High School	Sussex	<ul style="list-style-type: none"> New School Development 	2010-present	Seaford High School is currently on Academic Watch.

Budget Narrative for The Delaware MET

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 Christina School District. Therefore, the salary schedules of the Christina School District were used as a base for salary calculations. The assumption that 60% of the staff hired will have bachelor's degrees and 40% of the staff hired will have master's degrees was also used in the calculations. The salaries on all lines, except line 8, were calculated using ninety percent (90%) of the Christina 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 – The school will not have sports teams as of this filing. Therefore, 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.

Line 20 – Extra Curricular has not been established at this point. Student will be encouraged to express interests and clubs and intramurals will be developed as a result.

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.

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.

Line 31 – Contracted services are based on projected costs for student population.

Line 32 – Other

Line 33 – Insurance estimates were prepared by an insurance professional with experience with charter schools in Delaware.

Line 34 – Rent costs are based on information obtained relevant to the proposed site of the school.

Line 35 – There will be no mortgage in the initial charter.

Line 36 – Utilities are based on the square footage that will be leased each year.

Line 37 – Maintenance is based on the square footage and the projected enrollment for the school for each year.

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 have been projected by professionals within a Conceptual Scope of Work and Budget.

Line 41 – Other

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 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 small, first year charter school for FY 2012. For years 3, 4, and 5, the amount allocated to several charters schools for Perkins (\$15,000) was also included as it is anticipated that this school will also qualify for Perkins funding.

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 is no transportation costs budgeted for transportation at this time.

Line 18 – The school will not have sports teams as of this filing. Therefore, 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 estimated on a probable need at current fee rates.

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 were prepared by an insurance professional with experience with charter schools in Delaware.

Line 34 – Rent costs are based on information obtained relevant to the proposed site of the school.

Line 35 – There will be no mortgage in the initial charter.

Line 36 – Utilities are based on the square footage that will be leased each year.

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 have been projected by professionals within a Conceptual Scope of Work and Budget.

Line 41 – Other

Line 42 – Equipment leases will include copier equipment for the school.

Line 43 – Equipment purchased for administrative use is included in the technology plan, prepared a by professional consultant.

Line 44 - Supplies and materials for administrative use were estimated based on number of staff and students.

Line 45 – Printing and copying expenses are 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 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 4 – The school does plan to use a construction loan for renovations to the site prior to the opening of school. The renovations will be phased over a three-year period, growing the school with the increasing enrollment.

Charter School Application Budget Worksheet										Page 1
	12-13		13-14		14-15		15-16		16-17	
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
1 State Appropriations	\$0		\$1,719,911		\$2,609,968		\$3,367,166		\$3,814,135	
2 School District Local Fund Transfers	\$0		\$756,138		\$1,130,342		\$1,508,120		\$1,699,379	
3 Prior Year Carryover Funds	\$0		\$0		\$49,521		\$156,366		\$99,587	
STATE LOCAL & LOANS REVENUE	\$0		\$2,476,049		\$3,789,831		\$5,031,652		\$5,613,101	
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	\$392,610	16.00	\$992,824	24.00	\$1,352,724	32.00	\$1,489,644	36.00
5 Special Education Teachers	\$0	0.00	\$87,055	2.00	\$134,071	3.00	\$139,356	3.00	\$188,150	4.00
6 Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$65,291	1.50	\$58,712	1.50	\$61,363	1.50	\$92,025	2.25
7 Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
8 Principal/Administrative	\$0	0.00	\$85,000	1.00	\$86,700	1.00	\$163,434	2.00	\$166,703	2.00
9 Nurse	\$0	0.00	\$43,528	1.00	\$45,272	1.00	\$47,042	1.00	\$48,790	1.00
10 Clerical	\$0	0.00	\$30,375	1.00	\$60,630	2.00	\$93,857	3.00	\$125,256	4.00
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		\$200,811		\$393,203		\$530,024		\$602,145	
15 Health Insurance	\$0		\$193,748		\$208,817		\$277,705		\$357,704	
16 Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$1,098,417	22.50	\$1,980,229	32.50	\$2,665,505	42.50	\$3,070,416	49.25
Student Support										
17 Transportation	\$0		\$189,000		\$283,860		\$378,480		\$425,790	
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		\$12,000		\$48,000		\$56,000		\$72,000	
22 Textbooks	\$0		\$62,857		\$45,203		\$39,088		\$32,769	
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		\$10,000		\$12,000		\$15,000		\$18,000	
28 Classroom Technology	\$0		\$52,446		\$14,665		\$51,536		\$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		\$326,303		\$403,728		\$540,104		\$548,559	
Operations and Maintenance of Facilities										
33 Insurance (Property/Liability)	\$0		\$22,000		\$22,000		\$22,000		\$22,000	
34 Rent	\$0		\$422,400		\$633,600		\$844,800		\$844,800	
35 Mortgage	\$0		\$0		\$0		\$0		\$0	
36 Utilities	\$0		\$70,400		\$105,600		\$140,800		\$140,800	
37 Maintenance	\$0		\$18,000		\$36,000		\$36,000		\$40,000	
38 Telephone/Communications	\$0		\$2,500		\$2,800		\$3,100		\$3,400	
39 Construction	\$0		\$0		\$0		\$0		\$0	
40 Renovation	\$0		\$0		\$0		\$0		\$171,304	
41 Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$535,300		\$800,000		\$1,046,700		\$1,222,304	
Administrative/Operations Support										
42 Equipment Lease/Maintenance	\$0		\$0		\$20,000		\$20,000		\$20,000	
43 Equipment Purchase	\$0		\$2,000		\$5,000		\$5,000		\$5,000	
44 Supplies and Materials	\$0		\$0		\$29,000		\$35,000		\$34,000	
45 Printing and Copying	\$0		\$0		\$0		\$0		\$0	
46 Postage and Shipping	\$0		\$3,200		\$4,200		\$5,600		\$6,400	
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		\$261,308		\$261,308		\$261,308		\$261,308	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$0		\$266,508		\$319,508		\$326,908		\$326,708	
Management Company										
51 Fees	\$0		\$200,000		\$130,000		\$290,000		\$285,000	
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		\$200,000		\$130,000		\$290,000		\$285,000	
STATE LOCAL & LOANS EXPENDITURES	\$0		\$2,426,528		\$3,633,465		\$4,869,216		\$5,452,987	
# Students	0		320		480		640		720	
REVENUE LESS EXPENDITURES	\$0		\$49,521		\$156,366		\$162,436		\$160,114	
2% CONTINGENCY CHECK	\$0.00		\$49,520.98		\$75,796.62		\$100,633.05		\$112,262.02	

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		\$102,655		\$117,655		\$117,655		\$117,655	
3	Other Federal Grants	\$0		\$0		\$0		\$0		\$0	
FEDERAL REVENUE		\$125,000		\$402,655		\$417,655		\$117,655		\$117,655	
FEREDAL Expenses											
	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		
Personnel Salaries / Other Employer Costs			FTE		FTE		FTE		FTE		
4	Classroom Teachers	\$0	0.00	\$0	0.00	\$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		\$0		\$0		\$0		\$0	
15	Health Insurance	\$0		\$0		\$0		\$0		\$0	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS		\$0	0.00	\$0	0.00	\$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		\$20,000		\$0		\$8,000		\$0	
22	Textbooks	\$0		\$42,857		\$4,523		\$39,088		\$32,769	
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		\$137,798		\$197,411		\$70,318		\$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		\$200,655		\$201,934		\$117,406		\$32,769	
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		\$2,000		\$0		\$0		\$0	
43	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
44	Supplies and Materials	\$0		\$0		\$15,000		\$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		\$2,000		\$15,000		\$0		\$0	
Management Company											
51	Fees	\$125,000		\$200,000		\$200,000		\$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		\$200,000		\$0		\$0	
FEDERAL EXPENDITURES		\$125,000		\$402,655		\$416,934		\$117,406		\$32,769	
56	# Students	0		0		0		0		0	
REVENUE LESS EXPENDITURES		\$0		\$0		\$721		\$249		\$84,886	

Charter School Application Budget Worksheet										Page 1
Other Funds	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Carry Forward	\$0		\$797,459		\$47,459		\$0		\$0	
Foundation Funds	\$0		\$0		\$0		\$0		\$0	
Donations	\$0		\$0		\$0		\$0		\$0	
Construction / Bank Loans	\$1,600,000		\$1,800,000		\$1,800,000		\$0		\$0	
Cafeteria Funds	\$0		\$268,800		\$403,200		\$537,600		\$604,800	
OTHER	\$1,600,000		\$2,866,259		\$2,250,659		\$537,600		\$604,800	
OTHER	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4	
Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Special Teachers (phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Other Employer Costs (28.53 % of Salaries)	\$0		\$0		\$0		\$0		\$0	
Health Insurance	\$0		\$0		\$0		\$0		\$0	
Other Benefits	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
Student Support										
Transportation	\$0		\$0		\$0		\$0		\$0	
Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
Cafeteria	\$0		\$268,800		\$403,200		\$537,600		\$604,800	
Extra Curricular	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Textbooks	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Professional Development	\$0		\$0		\$0		\$0		\$0	
Assessments	\$0		\$0		\$0		\$0		\$0	
Other Educational Program	\$0		\$0		\$0		\$0		\$0	
Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
Classroom Technology	\$0		\$0		\$0		\$0		\$0	
School Climate	\$0		\$0		\$0		\$0		\$0	
Computers	\$0		\$0		\$0		\$0		\$0	
Contracted Services	\$0		\$0		\$0		\$0		\$0	
Other	\$2,541		\$0		\$200,000		\$0		\$0	
SUBTOTAL STUDENT SUPPORT	\$2,541		\$268,800		\$603,200		\$537,600		\$604,800	
Operations and Maintenance of Facilities										
Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
Rent	\$0		\$0		\$0		\$0		\$0	
Mortgage	\$0		\$0		\$0		\$0		\$0	
Utilities	\$0		\$0		\$0		\$0		\$0	
Maintenance	\$0		\$0		\$0		\$0		\$0	
Telephone/Communications	\$0		\$0		\$0		\$0		\$0	
Construction	\$0		\$0		\$0		\$0		\$0	
Renovation	\$800,000		\$2,400,000		\$1,600,000		\$0		\$0	
Other	\$0		\$150,000		\$47,459		\$0		\$0	
SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$800,000		\$2,550,000		\$1,647,459		\$0		\$0	
Administrative/Operations Support										
Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0		\$0		\$0		\$0		\$0	
Printing and Copying	\$0		\$0		\$0		\$0		\$0	
Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
Technology Plan	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL ADMINISTRATIVE/OPERATIONS SUPPORT	\$0		\$0		\$0		\$0		\$0	
Management Company										
Fees	\$0		\$0		\$0		\$0		\$0	
Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0	
Curriculum	\$0		\$0		\$0		\$0		\$0	
Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
Other	\$0		\$0		\$0		\$0		\$0	
SUBTOTAL MANAGEMENT COMPANY	\$0		\$0		\$0		\$0		\$0	
OTHER EXPENDITURES	\$802,541		\$2,818,800		\$2,250,659		\$537,600		\$604,800	
# Students	0		320		480		640		720	
REVENUE LESS EXPENDITURES	\$797,459		\$47,459		\$0		\$0		\$0	

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

New Castle

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

State Funding	Local Funding	Total Funding
\$1,719,911	\$756,138	\$2,476,049

UNITS	18.21
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Enter Estimated # of 10th Graders Here

80

29 Appoquinimink	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,737.69	\$0
Regular Students 4-12	0.00	\$1,407.63	\$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

17 Cape Henlopen	#	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

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,526.83	\$0
Regular Students 4-12	43.00	\$2,046.73	\$88,009
Special Students 4-12 Basic	5.00	\$4,873.17	\$24,366
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	48.00		\$112,375

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$855.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.61	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,669.41	\$0
Regular Students 4-12	86.00	\$2,972.22	\$255,611
Special Students 4-12 Basic	10.00	\$7,076.72	\$70,767
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	96.00		\$326,378

35 Woodbridge	#	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	\$1,883.49	\$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

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	58.00	\$58.00	\$3,364
Special Students 4-12 Basic	6.00	\$6.00	\$36
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
	64.00		\$3,400

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$990.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
	0.00		\$0

37 Delmar	#	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
	0.00		\$0

16 Laurel	#	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
	0.00		\$0

23 Seaford	#	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
	0.00		\$0

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$678.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	101.00	\$2,468.62	\$249,331
Special Students 4-12 Basic	11.00	\$5,877.67	\$64,654
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
	112.00		\$313,985

36 Indian River	#	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
	0.00		\$0

18 Milford	#	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
	0.00		\$0

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
	0.00		\$0

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 320
Regular: 288
Special: 32

Location

Districts:

Appoquinimink	0	Christina	112	Laurel	0
Brandywine	64	Colonial	48	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	96
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	240		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	288.00	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 =	18.21	\$30,894	\$562,562
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.12	\$59,411	\$7,129
Percentage Transportation Supervisor =	0.03	\$59,411	\$1,782
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 =	0.64	\$37,468	\$23,980
Nurse =	0.14	\$40,315	\$5,506
Academic Excellence Units =	1.28	\$37,483	\$47,978
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.32	\$42,890	\$13,702
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 = 24.81
Total Staffing For Health Insurance = 24.81

Total Salary Costs			\$828,526
OEC Rate		28.53%	\$236,378
Health Insurance Per FTE		\$8,611	\$213,601

Subtotal Personnel Revenue			\$1,278,504
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	18.21		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	53,809
Division II - Energy - Current Unit Value =	\$ 2,435	\$	44,340
Division III - Equalization - Unit Value =	\$ 6,465	\$	117,725
Academic Excellence Division III =		\$	8,275
MCI/Annual Maintenance =		\$	18,058
LEP =		\$	-
Student Transportation Amount =		\$	199,200

Subtotal Other Sources			\$441,407
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Grand Total State Sources			\$1,719,911
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Transportation

County	Vo Tech	FY 12 Transp P/Pupil (70%)
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

New Castle

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
\$2,609,968	\$1,130,342	\$3,740,310

UNITS 27.31

Enter Estimated # of 10th Graders Here

240

	#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

29 Appoquinimink	#	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

17 Cape Henlopen	#	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

34 Colonial	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$2,526.83	\$0
Regular Students 4-12	65.00	\$2,046.73	\$133,037
Special Students 4-12 Basic	7.00	\$4,873.17	\$34,112
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	72.00		\$167,150

15 Lake Forest	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$855.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.61	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

32 Red Clay	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,669.41	\$0
Regular Students 4-12	130.00	\$2,972.22	\$386,389
Special Students 4-12 Basic	14.00	\$7,076.72	\$99,074
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	144.00		\$485,463

35 Woodbridge	#	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

31 Brandywine	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,232.28	\$0
Regular Students 4-12	86.00	\$58.00	\$4,988
Special Students 4-12 Basic	10.00	\$6.00	\$60
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	96.00		\$5,048

13 Capital	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$990.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

37 Delmar	#	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

16 Laurel	#	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

23 Seaford	#	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

10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$837.36	\$0
Regular Students 4-12	0.00	\$678.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	151.00	\$2,468.62	\$372,762
Special Students 4-12 Basic	17.00	\$5,877.67	\$99,920
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	168.00		\$472,682

36 Indian River	#	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

18 Milford	#	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

24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 480
Regular: 432
Special: 48

Location

Districts:

Appoquinimink	0	Christina	168	Laurel	0
Brandywine	96	Colonial	72	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	144
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	360		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	432.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	48.00	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 =	27.31	\$30,894	\$843,843
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.18	\$59,411	\$10,694
Percentage Transportation Supervisor =	0.05	\$59,411	\$2,971
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	0.65	\$55,189	\$35,873
Percentage Visiting Teacher =	0.11	\$42,544	\$4,680
Percentage Driver Education Teacher =	1.92	\$37,468	\$71,939
Nurse =	0.20	\$40,315	\$8,259
Academic Excellence Units =	1.92	\$37,483	\$71,967
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.48	\$42,890	\$20,553
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 = 37.83
Total Staffing For Health Insurance = 37.83

Total Salary Costs		\$1,262,054
OEC Rate	28.53%	\$360,064
Health Insurance Per FTE	\$8,611	\$325,740

Subtotal Personnel Revenue	\$1,947,858
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	27.31		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	80,714
Division II - Energy - Current Unit Value =	\$ 2,435	\$	66,510
Division III - Equalization - Unit Value =	\$ 6,465	\$	176,587
Academic Excellence Division III =		\$	12,413
MCI/Annual Maintenance =		\$	27,086
LEP =		\$	-
Student Transportation Amount =		\$	298,800

Subtotal Other Sources	\$662,110
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Grand Total State Sources	\$2,609,968
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Transportation

County	Vo Tech	FY 12 Transp P/Pupil (70%)
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

New Castle

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
\$3,367,166	\$1,508,120	\$4,875,286

UNITS 36.42

Enter Estimated # of 10th Graders Here

160

	#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	\$1,737.69	\$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	86.00	\$2,046.73	\$176,019
Special Students 4-12 Basic	10.00	\$4,873.17	\$48,732
Special Students 4-12 Intense	0.00	\$6,822.44	\$0
Special Students 4-12 Complex	0.00	\$15,744.08	\$0
Totals	96.00		\$224,750

<u>15 Lake Forest</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$855.04	\$0
Regular Students 4-12	0.00	\$692.58	\$0
Special Students 4-12 Basic	0.00	\$1,649.01	\$0
Special Students 4-12 Intense	0.00	\$2,308.61	\$0
Special Students 4-12 Complex	0.00	\$5,327.56	\$0
Totals	0.00		\$0

<u>32 Red Clay</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,669.41	\$0
Regular Students 4-12	173.00	\$2,972.22	\$514,194
Special Students 4-12 Basic	19.00	\$7,076.72	\$134,458
Special Students 4-12 Intense	0.00	\$9,907.41	\$0
Special Students 4-12 Complex	0.00	\$22,863.26	\$0
Totals	192.00		\$648,652

<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	115.00	\$58.00	\$6,670
Special Students 4-12 Basic	13.00	\$6.00	\$78
Special Students 4-12 Intense	0.00	\$11,427.16	\$0
Special Students 4-12 Complex	0.00	\$26,370.37	\$0
Totals	128.00		\$6,748

<u>13 Capital</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,223.04	\$0
Regular Students 4-12	0.00	\$990.66	\$0
Special Students 4-12 Basic	0.00	\$2,358.72	\$0
Special Students 4-12 Intense	0.00	\$3,302.21	\$0
Special Students 4-12 Complex	0.00	\$7,620.49	\$0
Totals	0.00		\$0

<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	\$837.36	\$0
Regular Students 4-12	0.00	\$678.26	\$0
Special Students 4-12 Basic	0.00	\$1,614.91	\$0
Special Students 4-12 Intense	0.00	\$2,260.87	\$0
Special Students 4-12 Complex	0.00	\$5,217.40	\$0
Totals	0.00		\$0

<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,047.68	\$0
Regular Students 4-12	202.00	\$2,468.62	\$498,661
Special Students 4-12 Basic	22.00	\$5,877.67	\$129,309
Special Students 4-12 Intense	0.00	\$8,228.73	\$0
Special Students 4-12 Complex	0.00	\$18,989.39	\$0
Totals	224.00		\$627,970

<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	\$759.44	\$0
Regular Students 4-12	0.00	\$615.15	\$0
Special Students 4-12 Basic	0.00	\$1,464.63	\$0
Special Students 4-12 Intense	0.00	\$2,050.48	\$0
Special Students 4-12 Complex	0.00	\$4,731.89	\$0
Totals	0.00		\$0

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 640
Regular: 576
Special: 64

Location

Districts:

Appoquinimink	0	Christina	224	Laurel	0
Brandywine	128	Colonial	96	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	192
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	480		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	576.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	64.00	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 =	36.42	\$30,894	\$1,125,125
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.24	\$59,411	\$14,259
Percentage Transportation Supervisor =	0.07	\$59,411	\$4,159
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	1.00	\$55,189	\$55,189
Percentage Visiting Teacher =	0.15	\$42,544	\$6,382
Percentage Driver Education Teacher =	1.28	\$37,468	\$47,959
Nurse =	0.27	\$40,315	\$11,012
Academic Excellence Units =	2.56	\$37,483	\$95,956
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.64	\$42,890	\$27,404
Related Services Specialist Intensive	0.00	\$42,890	\$0
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	3.00	\$28,368	\$85,104
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0

Total Staffing = 48.63
Total Staffing For Health Insurance = 48.63

Total Salary Costs			\$1,607,088
OEC Rate		28.53%	\$458,502
Health Insurance Per FTE		\$8,611	\$418,763

Subtotal Personnel Revenue			\$2,484,352
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	36.42		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	107,618
Division II - Energy - Current Unit Value =	\$ 2,435	\$	88,680
Division III - Equalization - Unit Value =	\$ 6,465	\$	235,449
Academic Excellence Division III =		\$	16,550
MCI/Annual Maintenance =		\$	36,115
LEP =		\$	-
Student Transportation Amount =		\$	398,400

Subtotal Other Sources			\$882,813
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Grand Total State Sources			\$3,367,166
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Transportation

County	Vo Tech	FY 12 Transp P/Pupil (70%)
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

New Castle

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

State Funding	Local Funding	Total Funding
\$3,814,135	\$1,699,379	\$5,513,514

UNITS 40.97

Enter Estimated # of 10th Graders Here

160

29 Appoquinimink				31 Brandywine				10 Caesar Rodney			
Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$1,737.69	\$0	Regular Students 4-12	130.00	\$4,232.28	\$0	Regular Students 4-12	0.00	\$837.36	\$0
Special Students 4-12 Basic	0.00	\$1,407.53	\$0	Special Students 4-12 Basic	14.00	\$58.00	\$7,540	Special Students 4-12 Basic	0.00	\$678.26	\$0
Special Students 4-12 Intense	0.00	\$3,351.27	\$0	Special Students 4-12 Intense	0.00	\$6.00	\$84	Special Students 4-12 Intense	0.00	\$1,614.91	\$0
Special Students 4-12 Complex	0.00	\$4,691.78	\$0	Special Students 4-12 Complex	0.00	\$11,427.16	\$0	Special Students 4-12 Complex	0.00	\$2,260.87	\$0
Totals	0.00	\$10,827.17	\$0		144.00	\$26,370.37	\$0		0.00	\$5,217.40	\$0
							\$7,624				
17 Cape Henlopen				13 Capital				33 Christina			
Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$2,809.30	\$0	Regular Students 4-12	0.00	\$1,223.04	\$0	Regular Students 4-12	227.00	\$3,047.68	\$560,377
Special Students 4-12 Basic	0.00	\$2,275.54	\$0	Special Students 4-12 Basic	0.00	\$990.66	\$0	Special Students 4-12 Basic	25.00	\$2,468.62	\$146,942
Special Students 4-12 Intense	0.00	\$5,417.94	\$0	Special Students 4-12 Intense	0.00	\$2,358.72	\$0	Special Students 4-12 Intense	0.00	\$5,877.67	\$0
Special Students 4-12 Complex	0.00	\$7,585.12	\$0	Special Students 4-12 Complex	0.00	\$3,302.21	\$0	Special Students 4-12 Complex	0.00	\$8,228.73	\$0
Totals	0.00	\$17,504.13	\$0		0.00	\$7,620.49	\$0		252.00	\$18,989.39	\$707,318
34 Colonial				37 Delmar				36 Indian River			
Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount
Regular Students 4-12	97.00	\$2,526.83	\$0	Regular Students 4-12	0.00	\$948.06	\$0	Regular Students 4-12	0.00	\$2,749.13	\$0
Special Students 4-12 Basic	11.00	\$2,046.73	\$198,533	Special Students 4-12 Basic	0.00	\$767.93	\$0	Special Students 4-12 Basic	0.00	\$2,226.80	\$0
Special Students 4-12 Intense	0.00	\$4,873.17	\$53,605	Special Students 4-12 Intense	0.00	\$1,628.41	\$0	Special Students 4-12 Intense	0.00	\$5,301.89	\$0
Special Students 4-12 Complex	0.00	\$6,822.44	\$0	Special Students 4-12 Complex	0.00	\$2,559.77	\$0	Special Students 4-12 Complex	0.00	\$7,422.65	\$0
Totals	108.00	\$15,744.08	\$252,138		0.00	\$5,907.17	\$0		0.00	\$17,129.19	\$0
15 Lake Forest				16 Laurel				18 Milford			
Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount
Regular Students 4-12	0.00	\$855.04	\$0	Regular Students 4-12	0.00	\$1,131.09	\$0	Regular Students 4-12	0.00	\$866.64	\$0
Special Students 4-12 Basic	0.00	\$692.58	\$0	Special Students 4-12 Basic	0.00	\$916.84	\$0	Special Students 4-12 Basic	0.00	\$701.98	\$0
Special Students 4-12 Intense	0.00	\$1,649.01	\$0	Special Students 4-12 Intense	0.00	\$2,182.96	\$0	Special Students 4-12 Intense	0.00	\$1,671.37	\$0
Special Students 4-12 Complex	0.00	\$2,308.61	\$0	Special Students 4-12 Complex	0.00	\$3,056.14	\$0	Special Students 4-12 Complex	0.00	\$2,339.92	\$0
Totals	0.00	\$5,327.56	\$0		0.00	\$7,052.63	\$0		0.00	\$5,399.81	\$0
32 Red Clay				23 Seaford				24 Smyrna			
Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount	Regular/Special K-3	0.00	Local Pupil Rate	Amount
Regular Students 4-12	194.00	\$3,669.41	\$0	Regular Students 4-12	0.00	\$999.41	\$0	Regular Students 4-12	0.00	\$759.44	\$0
Special Students 4-12 Basic	22.00	\$2,972.22	\$576,611	Special Students 4-12 Basic	0.00	\$809.52	\$0	Special Students 4-12 Basic	0.00	\$615.15	\$0
Special Students 4-12 Intense	0.00	\$7,076.72	\$155,688	Special Students 4-12 Intense	0.00	\$1,927.43	\$0	Special Students 4-12 Intense	0.00	\$1,464.63	\$0
Special Students 4-12 Complex	0.00	\$9,907.41	\$0	Special Students 4-12 Complex	0.00	\$2,698.41	\$0	Special Students 4-12 Complex	0.00	\$2,050.48	\$0
Totals	216.00	\$22,863.26	\$732,299		0.00	\$6,227.09	\$0		0.00	\$4,731.89	\$0
35 Woodbridge											
Regular/Special K-3	0.00	Local Pupil Rate	Amount								
Regular Students 4-12	0.00	\$976.62	\$0								
Special Students 4-12 Basic	0.00	\$791.06	\$0								
Special Students 4-12 Intense	0.00	\$1,883.48	\$0								
Special Students 4-12 Complex	0.00	\$2,636.88	\$0								
Totals	0.00	\$6,085.10	\$0								

Charter School Revenue Calculation - Estimate
State Funding

Student Total: 720
Regular: 648
Special: 72

Location

Districts:

Appoquinimink	0	Christina	252	Laurel	0
Brandywine	144	Colonial	108	Milford	0
Caesar Rodney	0	Delmar	0	Red Clay	216
Cape Henlopen	0	Indian River	0	Seaford	0
Capital	0	Lake Forest	0	Smyrna	0
				Woodbridge	0

Transportation Eligible Students:	540		
Regular/Special K-3	0.00	Unit size Regular/Special K-3 students =	16.2
Regular Students 4-12	648.00	Unit size Regular Students 4-12 =	20
Special Students 4-12 Basic	72.00	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 =	40.97	\$30,894	\$1,265,765
Administrative Assistant =	1.00	\$50,290	\$50,290
Percentage 11 Month Supervisor =	0.27	\$59,411	\$16,041
Percentage Transportation Supervisor =	0.08	\$59,411	\$4,753
Principal =	1.00	\$60,849	\$60,849
Assistant Principal =	1.00	\$55,189	\$55,189
Percentage Visiting Teacher =	0.16	\$42,544	\$6,807
Percentage Driver Education Teacher =	1.28	\$37,468	\$47,959
Nurse =	1.01	\$40,315	\$40,557
Academic Excellence Units =	2.88	\$37,483	\$107,951
Related Services Specialist K-3, 4-12 Reg, Basic 4-12	0.72	\$42,890	\$30,829
Related Services Specialist Intensive	0.00	\$42,890	\$0
Related Services Specialist Complex	0.00	\$42,890	\$0
Clerical Units =	4.00	\$28,368	\$113,472
Custodial Units =	1.00	\$23,401	\$23,401
Cafeteria Manager =	0.00	\$26,491	\$0
Cafeteria Worker =	0.00	\$16,835	\$0

Total Staffing = 55.37
Total Staffing For Health Insurance = 55.37

Total Salary Costs		\$1,823,863
OEC Rate	28.53%	\$520,348
Health Insurance Per FTE	\$8,611	\$476,759

Subtotal Personnel Revenue	\$2,820,970
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Other State Sources (based on Latest Available Values)

Professional & Curriculum Development =		\$	-
Division II Units (No Vocational Courses) =	40.97		
Division II - All Other Costs - Current Unit Value =	\$ 2,955	\$	121,071
Division II - Energy - Current Unit Value =	\$ 2,435	\$	99,765
Division III - Equalization - Unit Value =	\$ 6,465	\$	264,880
Academic Excellence Division III =		\$	18,619
MCI/Annual Maintenance =		\$	40,630
LEP =		\$	-
Student Transportation Amount =		\$	448,200

Subtotal Other Sources	\$993,165
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Grand Total State Sources	\$3,814,135
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Transportation

County	Vo Tech	FY 12 Transp P/Pupil (70%)
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:	The Delaware MET Charter School
Mailing Address	<i>To Be Determined</i>
	*
Primary Contact for Questions about the Technology Plan:	Innovative Schools, Wilmington DE
Name of Contact:	<i>David Atherton</i>
Phone Number:	703-581-7435
E-Mail:	David.Atherton@LLRMA.COM
Date Submitted:	
District Superintendent or Head of School Name:	<i>To Be Determined</i>
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**.

Mission Statement:

The Big Picture Learning (BPL) Model is a dynamic approach to learning, doing, and thinking that has been changing the lives of students, educators, and entire communities since 1995. All components of the school design are based on three principles:

- Learning must be based on the interests and goals of each student;
- A student's curriculum must be relevant to people and places that exist in the real world; and
- A student's abilities must be authentically measured by the quality of their work.

As a BPL school, *Delaware MET* students are responsible for meeting the Common Core or Delaware Prioritized Standards. Beyond these standards, through the learning goals defined in each student's Individualized Learning Plan, students will be taught how to reason, solve problems, and be active members of the community. The goals in each student's Individualized Learning Plan are organized around the following BPL categories:

- Empirical Reasoning.
- Quantitative Reasoning.
- Communication.
- Social Reasoning.
- Personal Qualities.

The Individualized Learning Plan is formulated with a team that includes the student, parents, advisors, and mentors. Besides setting goals, each Individualized Learning Plan addresses how the student's goals will be achieved. A key component of achieving the Individualized Learning Plan goals is the two-day-a-week internship. With a mentor, student interns complete authentic projects requiring intensive investigations which are aligned to Common Core and Delaware Prioritized Standards.

Vision:

The vision for the Delaware MET Technology Plan is to successfully serve the Big Picture Learning Model. Students do not learn in the same way or at the same rate. For many students, adjusting to the pace or method expected in a traditional setting just does not work. Each student's individual learning style will be observed and addressed, so that each may succeed.

Big Picture Learning utilizes Project-Based Learning. The learning comes from the student's interests or passions, and creates a mechanism for motivating the student to meet standards and goals. Since instruction is individualized, all of the students in the class may not be using the same text or learning at the same rate. Students may not be studying the exact same content, because they are investigating various topics across the core curriculum. Instructional Technology complements Big Picture Learning by enabling students to proceed at their own rate and on their individual projects using computers provided by the school. The goal is for students to become independent learners. Big Picture Learning prepares the students for college, while providing each with a holistic and meaningful education.

At *The Delaware MET* technology will:

- Enhance student productivity, efficiency, creative expression, communication, and access to information.
- Be used to facilitate and encourage students' use of technology to become life-long learners.
- Provide a collaborative space where students can work together on projects and teachers/advisors can monitor their work.
- Provide a support system for the two day a week internship and interaction between student and mentor.
- Be leveraged to improve critical thinking and problem solving, including research skills, data collection and analysis.
- Function as a tool where students can organize their thinking and presentation of ideas.
- Allow students to integrate various media into a single exhibition.
- Provide a platform to house the Individualized Learning Plans and the student work which provides evidence of meeting state standards.
- Provide access to community resources to enhance their academic work and projects tied to internships in the community.
- Allow for efficient communication between students, advisors, administration, parents, and mentors.
- Supplement classroom instruction in math and reading to create a blended learning environment and to further individualize student learning through remediation, acceleration, and individualized learning.
- Prepare students to use current and future technologies outside of the educational environment.
- Promote and facilitate family involvement in the student's education process.

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

Goal 1, Foster communications between students, faculty, administration, and parents:

- Use of Big Picture Online, the Big Picture Dashboard and repository of projects and digital media.
- Electronic communication via email and newsletter.
- Maintaining school level and classroom web pages (at least once per month).
- Preparing and delivering computer based lesson plans.
- Storing documents on the shared drive (server based share) and in the “cloud”.
- Utilizing other server/network based resources such as Microsoftlive.edu.
- Text messaging to facilitate communication.
- Online learning to augment and individualize classroom instruction.

Goal 2, Serve the BPL Concept in the classroom:

- Using 21st Century tools for instruction (i.e. – blogging, slide shows, wikis, etc.).
- Social networking.
- Digital Storytelling.
- Skype to connect with other Big Picture Schools.
- Using the Internet for external links to quality resources.
- Collaboration in a shared virtual space.
- Utilizing on-line learning tools and tutoring to individualize learning.
- Frequent web updates for families.

Goal 3, Foster students’ independent learning style and research skills in and after school:

- Interconnection between various multimedia resources, including multi-media presentations and video production to showcase learning.
- Creating or co-creating resources and materials with colleagues.
- Evaluating and/or reflecting on resources to decide on effectiveness or validity.
- Collaboration with students, mentors, and advisors in the Big Picture Network.

Goal 4: 100% of staff and students complete needs assessments, and see an increase in skills attainment over time.

- The Delaware MET will conduct annual needs assessments of both staff and students which will include specific skills “tests” and online and paper surveys.
- The administration will designate a timeline of completion for all staff and student needs assessments and surveys.
- Test results will be compared year to year to ascertain the rate of skill improvement.

Goal 5: Have 100% participation in keeping all student demographic and performance data up to date in eSchool.

- The Delaware MET will use eSchool to record demographic information, attendance and student

grades. This system will assist in accurate reporting and record keeping.

- The Delaware MET 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.
- The building Technology Coordinator will check on-line for daily submission of attendance, lunch counts and bi-monthly recording of grades in the electronic grade book.

Goal 6: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- The Delaware MET will utilize electronic MAP 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 7: Have 100% of the staff capable of utilizing information technology to manage and enhance the educational experience.

- Administrators will attend annual technology workshops to aid in decision making and purchasing of new software and equipment.
- 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.
- Technology professionals from Innovative Schools will make weekly service visits to ensure the equipment is in proper working order, and advise administration of needed upgrades.
- The building Technology Coordinator will maintain inventory software that will be used to record the locations and inventory of all technology in the building.

Technology Steering Committee

The Delaware MET will maintain a Technology Steering Committee (TSC) with members comprised of School Staff and Parents. The team will meet quarterly to review the technology plan, current needs, and propose solutions. New members will be appointed each year as students graduate. The TSC will be a valuable source of feedback and input from staff and parents on the effectiveness of the technology plan's implementation.

After-school Technology Assistance

The Delaware MET will provide opportunities to assist teachers and students in using information technology to communicate with each other via email, word processing, etc. Teachers and students will make use of Big Picture Online, a web-based site that is both a collaboration tool across the Big Picture Network, but also a repository for student projects. Big Picture Online also serves as a place to organize student learning plans to and monitor each student's educational program. Since Big Picture Online is web-based, it is available 24 hours a day.

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

The following steps will be taken to ensure staff proficiency with technology skills:

- 1) Provide yearly instruction in use of teacher's computer systems. This will include local network login access and installed office suite software functionality.
- 2) Provide yearly instruction in eSchool Plus and other student information systems, including Big Picture Online, to teaching staff.
- 3) Staff will receive yearly instruction on uses and benefits of Instructional Technology in their classrooms.
- 4) Other training, both on-site and off-site, will be provided for staff on an individual basis and based on the technology that is available at the School. This will be done as individual needs are identified and as new technologies are introduced to the teacher's environment.
- 5) Staff will be required to investigate the application of new technology developments in the education process, modeling the use of technology for students.
- 6) In accordance with both DPASS II and Big Picture Learning, each advisor will have an individualized teacher education plan that will include one goal around using technology.
- 7) *The Delaware MET* will administer the LoTi (Levels of Teaching Innovation) survey to regularly assess the needs of its staff.
- 8) Front Office staff will receive instruction on use of eSchool Plus, or applicable software, for entering attendance data, accessing student records, and adding information related to students to the eSchool Plus, or applicable, database.

Teachers and staff need regular support and instruction to innovate their classroom activities with technology. Attending workshops, conferences, and other training events will help continue the development of our staff. *The Delaware MET* will also utilize a train-the-trainer model when it comes to introducing innovations. There will be many opportunities for the staff to share what they have learned with their colleagues, at all times modeling what was learned for colleagues. This is vital to the evolution of the technology program. Also, utilizing surveys such as LoTi will help school leaders see the progression of the staff as they become more comfortable with teaching with technology. The School leaders will continually reassess the needs of the teachers through ongoing assessment, both formally and informally.

C: Assessment of Services, Hardware and Software Needed

The location and nature of facility is yet to be determined. The Board is still deciding whether or not we will use a temporary structure, existing structure, or new structure when our facility opens for the fall of 2013. This determination greatly affects what existing infrastructure could be in place. The Board assumes that there is nothing installed.

- The Delaware MET will have to follow the required Delaware curriculum, in addition to the Big Picture Learning experiences.
- In order to make technology a part of both required curriculum and Big Picture Learning, students must have daily access to computers and to the internet, therefore initial purchasing included a bank of computers in each classroom.
- There will be 20 students per classroom. Students will use laptop computers in the classrooms. There

will be one teacher computer and 8 student laptops set up in each classroom.

- The Delaware MET's three year plan is to have curriculum enhancement software for every curriculum area. Hardware will also be upgraded to accommodate the new state assessment.
- The school will have a 6 computer video production lab, including an audio capability. The school will not include a technology lab since students will be working independently and collaboratively on projects. If a large group of students needed to work together or assemble for computer based testing, they could use the classroom mobile laptop computers.
- When choosing new technology, Delaware MET leadership team will schedule presentation meetings involving professionals with expertise in the new technology. They require a list of current users for the new technology, and after contacting them, provide feedback at this presentation meeting.
- The Delaware MET School will conduct student, parent and teacher surveys to allow for suggestions for future changes, purchases or service needs.
- Every classroom at ***The Delaware MET*** will be connected to the school local area network. Every office will also be connected to the school local area network. The school LAN will be connected to the Internet.
- The core of the school LAN infrastructure will include the following equipment:
 - Two Windows Servers.
 - Necessary switches serving as the primary connection.
 - UPS providing filtered power to the servers, phones, switches, and other equipment.
 - Server and switch racks.
 - Wireless Access to LAN.
- ***The Delaware MET*** will have access to the DDOE state-wide network via a TLS connection that is provided by the State of Delaware once opened as a Delaware Charter School.
- Every classroom will have a phone (supported by the ERate Program) that can be used by teachers to either reach the front office or to dial local calls outside the school. All administrative staff will have desktop phones with both local and long distance capabilities. The main office will have a fax capability.
- ***The Delaware MET*** will have LCD TVs and Projectors available to the teacher, as well as an interactive White Board in each classroom.
- All computers have email (provided by the state of Delaware), office suite and network browsing software capabilities (internet connectivity also provided by the state of Delaware). Additionally, specialized software for specific instructional needs will be available.

Part III: Core Elements of the Plan

Complete each section in accordance with the instructions.

D: Budget to Support the Technology Plan: Please attach the detailed and summary budget forms.

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 will receive \$13,520.00, a portion of which provides the weekly maintenance visits, troubleshooting, installation and professional development.

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>
grades				
9	240	160	160	160
10	80	240	160	160
11		80	240	160
12			80	240
total students	320	480	640	720

The charts below explain the entire three year plan, and divide this information into E-Rate eligible and E-Rate 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.

Part D, Chart 2, Delaware MET Charter School Equipment List

Current Delaware MET 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, UPS, All Switches, Windows Server & Tape backup	0	2	2	2	0	0	0
Fixed PCs classrm (plus 9 office and 6 video lab)	0	53	53	37	8	8	0
Laptops for Classroom	0	296	296	174	61	61	0
Laptops for carts	0	0	0	0	0	0	0
Ethernet Drop in each classroom with switch or wireless	0	38	38	22	8	8	0
Microsoft Office, Excel, Word, Powerpoint License	0	349	349	211	69	69	0
LCD projectors	0	8	8	0	4	4	0
SMART Boards	0	38	38	22	8	8	0
LCD TVs	0	8	8	0	4	4	0
Averkeys	0	8	8	0	4	4	0
Audio Devices (one each classroom plus 6 video lab)	0	44	44	28	8	8	0
Scanners/Printers	0	9	9	5	2	2	0
Digital Cameras (video capable)	0	38	38	22	8	8	0
School software (language and Math)	0	349	349	211	69	69	0
Photo/Audio/ Video Editing Software	0	6	6	6	0	0	0
School Property Management Software	0	1	1	1	0	0	0
Wireless Public Address System	0	1	1	1	0	0	0
TALKSWITCH VOIP Equipment	0	1	1	1	0	0	0
Phones	0	47	47	31	8	8	0

The chart above explains the entire 3 year equipment plan. The intent is to maintain the Delaware MET Charter School standards, as follows:

- Maintain 9 computers per classroom (one PC for the teacher and 8 laptops for the students).
- Maintain 6 computers in the video production laboratory.
- Maintain 2 servers at the school. This will satisfy the need for a server for the State wide Anti-Virus program, and hold additional storage for multimedia work results. No additional servers are needed because of the transition of Delaware to Microsoftlive@edu.
- Provide a Smartboard in each classroom.
- Provide LCD TVs and projectors on a check-out basis.
- Maintain additional backup power via UPS.
- Maintain VOIP phones services with Verizon under the state contract at a reduced rate, using TalkSwitch.

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 MET Charter School will use Microsoft Office, PowerPoint, Word, Excel, AverKeys, online report cards, email, and eSchool. The Microsoft Windows licenses are included in the purchase price of the servers, and are priced separately for the laptops and PCs. Email service is provided by the Delaware Department of Education (DOE). Mobile devices or laptops using Apple or other software, if chosen, will be interoperable with this system.

The plan laid out in Chart 2 above will be executed via the purchase of IT items and services as shown in charts 3, 4 and 5 below, using a competitive bidding process, and hiring a support contractor (Innovative Schools) to conduct training and operate the Delaware MET Charter School IT System, under the supervision of the Technology Coordinator. This plan shows the entire cost of IT for the Delaware MET Charter School for the 3 year period 2013 to 2016.

Part D, Chart 3 Delaware MET Charter School Technology Costs 2013-2014

2013-2014 Technology Costs						Replacement	
Item	Goal	Number	Price	Total	Installation	Total	Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	2	\$17,383	\$34,766	\$5,000	\$10,000	4
Fixed PCs classrm (plus 9 office and 6 video lab)	1,2,3,4,5,6,7	37	\$546	\$20,217	\$37	\$1,369	4
Laptops for Classroom	1,2,3,4,5,6,7	174	\$320	\$55,680	\$110	\$19,140	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	22	\$200	\$4,400	\$110	\$2,420	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	211	\$100	\$21,100	\$110	\$23,210	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	0	\$640	\$0	\$200	\$0	4
SMART Boards	1,2,3,7	22	\$1,500	\$33,000	\$200	\$4,400	4
LCD TVs	1,2,3,7	0	\$752	\$0	\$200	\$0	4
Averkeys	1,2,3,7	0	\$84	\$0	\$34	\$442	4
Audio Devices (one each classroom plus 6 video lab)	1,2,3	28	\$250	\$7,000	\$34	\$442	4
Scanners/Printers	1,2,3,7	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras (video capable)	2,3	22	\$450	\$9,900	\$0	\$0	4
School software (language and Math)	2,3,7	211	\$96	\$20,256	\$1,000	\$1,000	n/a
Photo/Audio/ Video Editing Software	2,3,7	6	\$600	\$3,600	\$100	\$600	n/a
School Property Management Software	7	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	1	\$2,500	\$2,500	\$250	\$250	4
TALKSWITCH VOIP Equipment	1	1	\$1,312	\$1,312	\$1,500	\$1,500	4
Phones	1	31	\$136	\$4,216	\$34	\$1,054	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$248,247		\$67,097	
Grand Total				\$315,344			

Please note that in 2013, the school's annual investment in technology is more than in subsequent years because the initial investment in computing infrastructure is made in 2013. Subsequent annual costs in school years 2014 and 2015 will relate to growth in student population to maintain desirable pupil to computing device ratios, and the delay of some technology acquisitions, such as LCD TVs and projectors, for budgetary reasons. Please note the video lab is purchased in the first year.

Part D, Chart 4 Delaware MET Charter School Technology Costs 2014-2015

2014-2015 Technology Costs							Replacement Time
Item	Goal	Number	Price	Total	Installation	Total	
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$92,657		\$21,424	
Grand Total				\$114,081			

Please note that the costs have dropped significantly from the previous year because much of the initial technology investment has been made. Costs now relate only to annual connectivity and maintenance, start of purchase of LCCD TVs and Projectors, and equipment for the 8 additional classrooms that are added in 2014.

Part D, Chart 5, Delaware MET Charter School Technology Costs 2015-2016

2015-2016 Technology Costs							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$92,657		\$21,424	
Grand Total				\$114,081			

2015 continues the trends established in 2014. Please note that, given the 4 year replacement time, that in the following year, not addressed here, much of the original technology will have to be replaced.

In subsequent years, areas where funds could be saved, if needed, are in the following areas:

Change the replacement time for servers, televisions, Smart Boards, switches, wireless equipment, Averkeys, 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.

In addition, the Delaware Department of Education has expressed an interest in funding replacement internet connectivity items, such as switches, from their central budget. This would provide additional budgetary relief in the 4th year and the years beyond.

These tables are not intended to be an exhaustive means of describing the telecommunication services, hardware, software, and other services that the Delaware MET Charter School may require to implement the Delaware MET Charter School technology plan.

Delaware MET Charter 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. E-Rate Eligible Services

The Delaware MET Charter School intends to apply to the FCC for an E-Rate discount for the following eligible annual services for each of the years covered by this technology plan. The ERate discount is based on the percentage of free or reduced rate lunch eligible students. We estimate that 60% of our students are eligible for free and reduced lunch.

Part D, Chart 6, Delaware MET Charter School E-Rate Eligible Costs 2013-2014

<i>2013-2014 Technology Costs Eligible for Erate Discount</i>							<i>Replacement</i>
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1	1	\$1,312	\$1,312	\$1,500	\$1,500	\$4
Phones	1	31	\$136	\$4,216	\$34	\$1,054	\$4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$10,458		\$2,554	
Grand Total				\$13,012			
<i>Total cost after 60% discount</i>				\$5,205			

Part D, Chart 7, Delaware MET Charter School E-Rate Eligible Costs 2014-2015

<i>2014-2015 Technology Costs Eligible for Erate Discount</i>							<i>Replacement</i>
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,018		\$272	
Grand Total				\$6,290			
<i>Total cost after 60% discount</i>				\$2,516			

Part D, Chart 8, Delaware MET Charter School E-Rate Eligible Costs 2015-2016

<i>2015-2016 Technology Costs Eligible for Erate Discount</i>							<i>Replacement</i>
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,018		\$272	
Grand Total				\$6,290			
<i>Total cost after 60% discount</i>				\$2,516			

Note that internet access is provided by the Delaware Department of Education (DOE) and the DOE applies for E-Rate reimbursement for internet access reimbursement as a consortium, with no action needed by the Delaware MET Charter School. The Delaware MET Charter School will fund the remaining cost after E-Rate discounts from the operations budget. The Delaware MET Charter School is prepared to document that funds are available. Delaware MET Charter School understands that E-Rate reimbursements are not guaranteed.

2. E-Rate Ineligible Expenses

Much of the equipment needed by Delaware MET Charter School is not E-rate eligible. Delaware MET Charter 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.

Part D, Chart 9, Delaware MET Charter School E-Rate 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, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	2	\$17,383	\$34,766	\$5,000	\$10,000	\$4
Fixed PCs classrm (plus 9 office and 6 video lab)	1,2,3,4,5,6,7	37	\$546	\$20,217	\$37	\$1,369	\$4
Laptops for Classroom	1,2,3,4,5,6,7	174	\$320	\$55,680	\$110	\$19,140	\$4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	\$4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	22	\$200	\$4,400	\$110	\$2,420	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	211	\$100	\$21,100	\$110	\$23,210	\$4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	0	\$640	\$0	\$200	\$0	\$4
SMART Boards	1,2,3,7	22	\$1,500	\$33,000	\$200	\$4,400	\$4
LCD TVs	1,2,3,7	0	\$752	\$0	\$200	\$0	\$4
Averkeys	1,2,3,7	0	\$84	\$0	\$34	\$442	\$4
Audio Devices (one each classroom plus 6 video lab)	1,2,3	28	\$250	\$7,000	\$34	\$442	\$4
Scanners/Printers	1,2,3,7	5	\$300	\$1,500	\$34	\$170	\$4
Digital Cameras (video capable)	2,3	22	\$450	\$9,900	\$0	\$0	\$4
School software (language and Math)	2,3,7	211	\$96	\$20,256	\$1,000	\$1,000	n/a
Photo/Audio/ Video Editing Software	2,3,7	6	\$600	\$3,600	\$100	\$600	n/a
School Property Management Software	7	1	\$350	\$350	\$100	\$100	\$4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	1	\$2,500	\$2,500	\$250	\$250	4
TOTAL				\$237,789		\$64,543	
Grand Total				\$302,332			

Part D, Chart 10, Delaware MET Charter School E-Rate 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, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$ 86,639		\$ 21,152	
Grand Total				\$107,791			

Part D, Chart 11, Delaware MET Charter School E-Rate Ineligible Costs 2015-2016

2015-2016 Technology Costs not Eligible for E-rate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$86,639		\$21,152	
Grand Total				\$107,791			

Sources of funding include the Delaware MET Charter School operating budget. Delaware MET Charter 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

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, Foster communications between students, faculty, administration, and parents:

- Each student will demonstrate the ability to use a search engine to research homework assignments and provide proper references and footnotes.
- Each student will demonstrate proficiency in using the Delaware MET Charter School website to obtain homework assignments.
- Each student will demonstrate proficiency in using Big Picture Online, the Big Picture Dashboard and repository of projects and digital media.

Goal 2, Serve the BPL Concept in the classroom:

- Each student will demonstrate proficiency in using the Internet for external links to quality resources.
- Each student will demonstrate the ability to use Social networking, Skype, and on-line learning tools in collaborative and individual learning.

Goal 3, Foster students' independent learning style and research skills in and after school:

- Students will demonstrate the ability to utilize multimedia resources in multi-media presentations and video production to showcase learning, including co-creating resources and materials with colleagues.
- Each student will demonstrate judgment in evaluating and/or reflecting on resources to decide on effectiveness or validity
- Students will demonstrate the ability to collaborate with students and advisors in the Big Picture Network.

Goal 4: 100% of staff and students complete needs assessments, and see an increase in skills attainment over time.

- Each student will be able to prepare and give a grade level appropriate independently produced multimedia or PowerPoint presentation.
- 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 MAP Online Assessment.

Goal 5: Have 100% participation in keeping all student demographic and performance data up to date in eSchool.

- Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.
- 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 6: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- Survey teachers to assess school progress towards achieving 100% MAP use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 7: Have 100% of the staff capable of utilizing information technology to manage and enhance the educational experience.

- As an on-going formative evaluation process, both formal and informal surveys will be conducted as needed to assess the use and acceptance of technology in the teaching environment. During the school year, areas where the introduction of technology is not viewed as effective will be brought to the school leader. The school leader will propose modifications that may enhance the utility of the technology.
- At the end of each school year, a final survey will be conducted to determine whether the technology implemented met the needs and goals of the school. The overall level of success achieved in the implementation and use of technology in the teaching environment will be assessed from formal and informal feedback received from the teachers, parents and administrative staff. School leaders will subsequently make recommendations for changes and enhancements of the educational technology for the next school year.
- School Administrators will achieve 100% attendance at annual technology workshops to aid in decision making and purchasing of new software and equipment.
- Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.
- Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. 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.
- Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above
- 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.

The Delaware MET Charter School will use federal funds to pay for some of its technology pieces to improve academic achievement via Instructional Aids and to pay for in-services with technology experts.

Delaware MET Charter School will use Federal E-Rate funds to Enable Classroom connectivity and maintenance, buy TALKSWITCH VOIP Equipment, 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, Big Picture Learning, and in class exercises, thereby raising the quality of instruction and student productivity.

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, Foster communications between students, faculty, administration, and parents:

- Use of Big Picture Online, the Big Picture Dashboard and repository of projects and digital media.
- Electronic communication via email and newsletter.
- Maintaining school level and classroom web pages (at least once per month).
- Preparing and delivering computer based lesson plans.
- Storing documents on the shared drive (server based share).
- Utilizing other server/network based resources.
- Text messaging to facilitate communication.
- Online learning to augment and individualize classroom instruction.

Goal 2, Serve the BPL Concept in the classroom:

- Using 21st Century tools for instruction (i.e. – blogging, slide shows, wikis, etc.)
- Social networking.
- Digital Storytelling.
- Skype to connect with other Big Picture Schools.

- Using the Internet for external links to quality resources.
- Collaboration in a shared virtual space.
- Utilizing on-line learning tools and tutoring to individualize learning.
- Frequent web updates for families.

Goal 3, Foster students' independent learning style and research skills in and after school:

- Interconnection between various multimedia resources, including multi-media presentations and video production to showcase learning.
- Creating or co-creating resources and materials with colleagues.
- Evaluating and/or reflecting on resources to decide on effectiveness or validity.
- Collaboration with students, mentors, and advisors in the Big Picture Network.

Goal 4: 100% of staff and students complete needs assessments, and see an increase in skills attainment over time.

- The Delaware MET will conduct annual needs assessments of both staff and students which will include specific skills "tests" and online and paper surveys.
- The administration will designate a timeline of completion for all staff and student needs assessments and surveys.
- Test results will be compared year to year to ascertain the rate of skill improvement.

Goal 5: Have 100% participation in keeping all student demographic and performance data up to date in eSchool.

- The Delaware MET will use eSchool to record demographic information, attendance and student grades. This system will assist in accurate reporting and record keeping.
- The Delaware MET 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.
- The building Technology Coordinator will check on-line for daily submission of attendance, lunch counts and bi-monthly recording of grades in the electronic grade book.

Goal 6: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- The Delaware MET will utilize electronic MAP 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 7: Have 100% of the staff capable of utilizing information technology to manage and enhance the educational experience.

- Administrators will attend annual technology workshops to aid in decision making and purchasing of new software and equipment.
- 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.
- Technology professionals from Innovative Schools will make weekly service visits to ensure the equipment is in proper working order, and advise administration of needed upgrades.
- The building Technology Coordinator will maintain inventory software that will be used to record the locations and inventory of all technology in the building.

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.

- *Delaware MET Charter School is a high poverty and a high-needs school. The Delaware MET will have to follow the required Delaware curriculum, in addition to the Big Picture Learning experiences. In order to make technology a part of both required curriculum and Big Picture Learning, students must have daily access to computers and to the internet, therefore initial purchasing included a bank of computers in each classroom. The Information Technology plan will exponentially increase the student's access to educational technology as follows:*
- *There will be 17 students per classroom. Students will use laptop computers in the classrooms. There will be one teacher computer and 8 student laptops set up in each classroom.*
- *The Delaware MET's three year plan is to have curriculum enhancement software for every curriculum area. Hardware will also be upgraded to accommodate the new state assessment.*
- *The school will have a 6 computer video production lab, including an audio capability.*
- *Every classroom will have a SMART Board.*
- *LCD TVs and projectors will be available on a check-out basis.*
- *Every classroom will have internet search and Microsoft Applications.*
- *Every staff member, parent and student, and community member, will have access to a school website to assign homework, provide schedules, post events, and collect data. Federal E-Rate funds will enable this effort by improving Classroom connectivity, TALKSWITCH VOIP Equipment, Phones, Telephone Costs, and Internet Access.*

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. Big Picture Learning utilizes Project-Based Learning. The learning comes from the student's interests or passions, and creates a mechanism for motivating the student to meet standards and goals. Since instruction is individualized, all of the students in the class may not be using the same text or learning at the same rate. Students may not be studying the exact same content, because they are investigating various topics across the core curriculum. Instructional Technology complements Big Picture Learning by enabling students to proceed at their own rate and on their individual projects using laptop computers provided by the school. The goal is for students to become independent learners. Big Picture Learning prepares the students for college, while providing each with a holistic and meaningful education.

This curriculum will be supported by Information Technology advances. The effect of advances in Information Technology on the operation of the school will become apparent in 2013 as the school Website is implemented to include assignment of homework, scheduling, communication with parents, and collection of achievement data for state and federal purposes. The effect of advances will also be felt in the realm of student demonstration of the ability to utilize multimedia resources in multi-media presentations and video production to showcase learning, including co-creating resources and materials with colleagues. The Delaware MET Charter School also promotes curricular and teaching strategies by requiring teachers to use MAP assessments.

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 MET Charter School plans to develop proficiency in technology through professional development and collegial support. New and current teachers will attend a pre-service instructional technology seminar. This seminar will focus on familiarizing the teachers with:

- The goals and strategies of the Delaware MET Charter School IT system.*
- The hardware and software used in the system. Staff will receive training in the use of mobile devices, AVerkeys, and Smartboards.*
- The IT support strategy (Innovative Schools 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.*
- The partnership with Innovative Schools and state staff development will, provide 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 MET Charter School:

NCLB Chart 1 – Delaware MET Charter School Technology Budget 2013-2014

2013-2014 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	2	\$17,383	\$34,766	\$5,000	\$10,000	4
Fixed PCs classrm (plus 9 office and 6 video lab)	1,2,3,4,5,6,7	37	\$546	\$20,217	\$37	\$1,369	4
Laptops for Classroom	1,2,3,4,5,6,7	174	\$320	\$55,680	\$110	\$19,140	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	22	\$200	\$4,400	\$110	\$2,420	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	211	\$100	\$21,100	\$110	\$23,210	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	0	\$640	\$0	\$200	\$0	4
SMART Boards	1,2,3,7	22	\$1,500	\$33,000	\$200	\$4,400	4
LCD TVs	1,2,3,7	0	\$752	\$0	\$200	\$0	4
Averkeys	1,2,3,7	0	\$84	\$0	\$34	\$442	4
Audio Devices (one each classroom plus 6 video lab)	1,2,3	28	\$250	\$7,000	\$34	\$442	4
Scanners/Printers	1,2,3,7	5	\$300	\$1,500	\$34	\$170	4
Digital Cameras (video capable)	2,3	22	\$450	\$9,900	\$0	\$0	4
School software (language and Math)	2,3,7	211	\$96	\$20,256	\$1,000	\$1,000	n/a
Photo/Audio/ Video Editing Software	2,3,7	6	\$600	\$3,600	\$100	\$600	n/a
School Property Management Software	7	1	\$350	\$350	\$100	\$100	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	1	\$2,500	\$2,500	\$250	\$250	4
TALKSWITCH VOIP Equipment	1	1	\$1,312	\$1,312	\$1,500	\$1,500	4
Phones	1	31	\$136	\$4,216	\$34	\$1,054	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$248,247		\$67,097	
Grand Total				\$315,344			

NCLB Chart 2 – Delaware MET Charter School Technology Budget 2014-2015

<i>2014-2015 Technology Costs</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$92,657		\$21,424	
Grand Total				\$114,081			

NCLB Chart 3 – Delaware MET Charter School Technology Budget 2015-2016

2015-2016 Technology Costs							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$92,657		\$21,424	
Grand Total				\$114,081			

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 MET Charter School uses Microsoft Office, PowerPoint, Word, Excel, AverKeys, online report cards, email provided by the Delaware Department of Education, and eSchool.

The following charts show the portion of the above plans eligible for E-Rate discount:

NCLB Chart 4 – Cost of Items Eligible for E-Rate Discount 2013-2014

2013-2014 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1	1	\$1,312	\$1,312	\$1,500	\$1,500	\$4
Phones	1	31	\$136	\$4,216	\$34	\$1,054	\$4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$10,458		\$2,554	
Grand Total				\$13,012			
Total cost after 60% discount				\$5,205			

NCLB Chart 5 – Cost of Items Eligible for E-Rate Discount 2014-2015

2014-2015 Technology Costs Eligible for Erate Discount							Replacement
Item	Goal	Number	Price	Total	Installation	Total	Time
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,018		\$272	
Grand Total				\$6,290			
Total cost after 60% discount				\$2,516			

NCLB Chart 6 – Cost of Items Eligible for E-Rate Discount 2015-2016

<i>2015-2016 Technology Costs Eligible for E-rate Discount</i>							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
TALKSWITCH VOIP Equipment	1	0	\$1,312	\$0	\$1,500	\$0	4
Phones	1	8	\$136	\$1,088	\$34	\$272	4
Telephone Costs including Cell	1	1	\$4,930	\$4,930	\$0	\$0	n/a
Internet Access (provided by Delaware DOE)	1,2,3,4,5,6,7	NA	N/A	\$0	\$0	\$0	n/a
TOTAL				\$6,018		\$272	
Grand Total				\$6,290			
Total cost after 60% discount				\$2,516			

The following charts show the portion of the above plans that are ineligible for E-Rate discount:

NCLB Chart 7, Cost of Items Ineligible for E-Rate Discount 2013-2014

2013-2014 Technology Costs not Eligible for Erate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	2	\$17,383	\$34,766	\$5,000	\$10,000	\$4
Fixed PCs classrm (plus 9 office and 6 video lab)	1,2,3,4,5,6,7	37	\$546	\$20,217	\$37	\$1,369	\$4
Laptops for Classroom	1,2,3,4,5,6,7	174	\$320	\$55,680	\$110	\$19,140	\$4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	\$4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	22	\$200	\$4,400	\$110	\$2,420	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	211	\$100	\$21,100	\$110	\$23,210	\$4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	0	\$640	\$0	\$200	\$0	\$4
SMART Boards	1,2,3,7	22	\$1,500	\$33,000	\$200	\$4,400	\$4
LCD TVs	1,2,3,7	0	\$752	\$0	\$200	\$0	\$4
Averkeys	1,2,3,7	0	\$84	\$0	\$34	\$442	\$4
Audio Devices (one each classroom plus 6 video lab)	1,2,3	28	\$250	\$7,000	\$34	\$442	\$4
Scanners/Printers	1,2,3,7	5	\$300	\$1,500	\$34	\$170	\$4
Digital Cameras (video capable)	2,3	22	\$450	\$9,900	\$0	\$0	\$4
School software (language and Math)	2,3,7	211	\$96	\$20,256	\$1,000	\$1,000	n/a
Photo/Audio/ Video Editing Software	2,3,7	6	\$600	\$3,600	\$100	\$600	n/a
School Property Management Software	7	1	\$350	\$350	\$100	\$100	\$4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	1	\$2,500	\$2,500	\$250	\$250	4
TOTAL				\$237,789		\$64,543	
Grand Total				\$302,332			

NCLB Chart 8, Cost of Items Ineligible for E-Rate Discount 2014-2015

2014-2015 Technology Costs not Eligible for Erate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
Audio Devices	1,2,3	8	\$250	\$2,000	\$34	\$272	4
Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
Digital Cameras (video capable)	2,3	8	\$450	\$3,600	\$0	\$0	4
School software (language and Math)	2,3,7	69	\$96	\$6,624	\$1,000	\$1,000	n/a
School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$ 86,639		\$ 21,152	
Grand Total				\$107,791			

NCLB Chart 9, Cost of Items Ineligible for E-Rate Discount 2015-2016

2015-2016 Technology Costs not Eligible for E-rate Discount							
Item	Goal	Number	Price	Total	Installation	Total	Replacement Time
Server, UPS, All Switches, Windows Server & Tape backup	1,2,3,4,5,6,7	0	\$17,383	\$0	\$5,000	\$0	4
Fixed PCs Classroom	1,2,3,4,5,6,7	8	\$546	\$4,371	\$37	\$296	4
Laptops for Classroom	1,2,3,4,5,6,7	61	\$320	\$19,520	\$110	\$6,710	4
Laptops for carts	1,2,3,4,5,6,7	0	\$320	\$0	\$110	\$0	4
Ethernet Drop in each classroom with switch or wireless	1,2,3,4,5,6,7	8	\$200	\$1,600	\$110	\$880	4
Microsoft Office, Excel, Word, Powerpoint License	2,3,7	69	\$100	\$6,900	\$110	\$7,590	4
Maint, Troubleshooting, Installation, and Prof Dev	1,2,3,4,5,6,7	1	\$13,520	\$13,520	\$0	\$0	n/a
LCD projectors	1,2,3,7	4	\$640	\$2,560	\$200	\$800	4
SMART Boards	1,2,3,7	8	\$1,500	\$12,000	\$200	\$1,600	4
LCD TVs	1,2,3,7	4	\$752	\$3,008	\$200	\$800	4
Averkeys	1,2,3,7	4	\$84	\$336	\$34	\$136	4
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Scanners/Printers	1,2,3,7	2	\$300	\$600	\$34	\$68	4
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School Property Management Software	7	0	\$350	\$0	\$100	\$0	4
School Website Development including Eschool	1,2,3,4,5,6,7	1	\$10,000	\$10,000	\$1,000	\$1,000	n/a
Wireless Public Address System	1	0	\$2,500	\$0	\$250	\$0	4
TOTAL				\$86,639		\$21,152	
Grand Total				\$107,791			

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, the MAP online assessment involves teacher in-service, student use on the computer, differentiated instruction based on results, and will lead to report cards which are computer generated. In order to carry out all activities, the Delaware MET Charter 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 on all aspects of executing the Technology Plan.

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. The Big Picture Network will be immediately implemented, with results monitored by immediate implementation of eSchool and MAP Assessment. Over the next three years software related to existing curriculums will be integrated into all classrooms to enhance instruction. Personal computers will be immediately available in each classroom and will be used to learn internet search capabilities. In Project Based Learning, students proceed at their own pace, and the use of computers to individualize that learning pace to improve performance is critical. LCD Television will also be almost immediately available in order to deliver instructional material available on instructional video, as well as support students' multimedia presentations. Smart Boards will be used to deliver presentations, instruction and video.

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 homework

assignments, 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.

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 Delaware MET School will encourage, per the plan shown above, innovations in using the planned video lab to create multimedia presentations in collaboration with other students.

Distance learning is not applicable. Delaware MET Charter School is a local community based school serving grade 9 through 12, so specialized rigorous courses or 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.

Each semester, the Delaware MET Charter School will plot the progress of the MAP Assessment to check on the success of the students. We evaluate using the MAP, and annual parent, staff and student questionnaires. Parent meetings are held each semester 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 Academy. The Delaware MET Charter School Technology Coordinator will get input from Parents in order to get information 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.

The Delaware MET will also maintain a Technology Steering Committee (TSC) with members comprised of School Staff and Parents. The team will meet quarterly to review the technology plan, current needs, and propose solutions.

The Delaware MET will provide opportunities to assist teachers and students in using information technology to communicate with each other via email, word processing, etc. Teachers and students will make use of Big Picture Online, a web-based site that is both a collaboration tool across the Big Picture Network, but also a repository for student projects. Big Picture Online also serves as a place to organize student learning plans to and monitor each student's educational program. Since Big Picture Online is web-based, it is available 24 hours a day.

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 MET Charter School is currently researching 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.

The IT system must support the school goals. The Technology Coordinator will decide, in concert with all stakeholders to include staff, teachers, and parents, 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 MET Charter 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, Foster communications between students, faculty, administration, and parents:

- *Each student will demonstrate the ability to use a search engine to research homework assignments and provide proper references and footnotes.*
- *Each student will demonstrate proficiency in using the Delaware MET Charter School website to obtain homework assignments.*
- *Each student will demonstrate proficiency in using Big Picture Online, the Big Picture Dashboard and repository of projects and digital media.*

Goal 2, Serve the BPL Concept in the classroom:

- *Each student will demonstrate proficiency in using the Internet for external links to quality resources.*
- *Each student will demonstrate the ability to use Social networking, Skype, and on-line learning tools in collaborative and individual learning.*

Goal 3, Foster students' independent learning style and research skills in and after school:

- *Students will demonstrate the ability to utilize multimedia resources in multi-media presentations and video production to showcase learning, including co-creating resources and materials with colleagues.*
- *Each student will demonstrate judgment in evaluating and/or reflecting on resources to decide on effectiveness or validity.*
- *Students will demonstrate the ability to collaborate with students and advisors in the Big Picture Network.*

Goal 4: 100% of staff and students complete needs assessments, and see an increase in skills attainment over time.

- *Each student will be able to prepare and give a grade level appropriate independently produced multimedia or PowerPoint presentation.*
- *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 MAP Online Assessment.*

Goal 5: Have 100% participation in keeping all student demographic and performance data up to date in ESchool.

- Assess school progress towards achieving 100% eSchool use at the end of each semester against the 100% goal and advise teachers as appropriate.
- 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 6: Have 100% of classroom teachers use the MAP assessment data to identify students' weak and strong areas.

- Assess school progress towards achieving 100% MAP use at the end of each semester against the 100% goal and advise teachers as appropriate.

Goal 7: Have 100% of the staff capable of utilizing information technology to manage and enhance the educational experience.

- As an on-going formative evaluation process, both formal and informal surveys will be conducted as needed to assess the use and acceptance of technology in the teaching environment. During the school year, areas where the introduction of technology is not viewed as effective will be brought to the school leader. The school leader will propose modifications that may enhance the utility of the technology.
- At the end of each school year, a final survey will be conducted to determine whether the technology implemented met the needs and goals of the school. The overall level of success achieved in the implementation and use of technology in the teaching environment will be assessed from formal and informal feedback received from the teachers, parents and administrative staff. School leaders will subsequently make recommendations for changes and enhancements of the educational technology for the next school year.
- School Administrators will achieve 100% attendance at annual technology workshops to aid in decision making and purchasing of new software and equipment.
- Teachers will achieve 100% attendance at pre-service training and practice time for PowerPoint and Electronic Lesson Plans.
- Teachers will achieve 100% proficiency in PowerPoint and electronic lesson plans. 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.
- Assess school progress towards achieving equipment purchase and installation at the end of the school year against the purchase plan described above.
- 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 MET Charter School uses are eSchool, MAP, the Big Picture Network, and the school's website. Also, Innovative Schools will provide, under contract, supporting Information Technology and Consulting Services to support maintenance, troubleshooting, installation, and professional development. Innovative Schools will provide installation of updated server

software and information technology equipment. Microsoft Applications will be used as the standard school software. Innovative Schools or another contractor will publish information to the school website, which will begin in 2013, and will serve to increase communication between school and families, and school and the community, by giving a means for parents to quickly look up 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 included on the school website.

DRAFT

The Delaware MET

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 Delaware MET 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 8:00 a.m. to 4:00 p.m. Monday through Friday, with 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 must also complete Praxis II in their content area. 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, the Delaware MET employees 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

A dental plan is available to the employee and dependents as offered through the State of Delaware and any supplements define through the board contract.

As State of Delaware employees, the Delaware MET employees eligible for the dental insurance administered by the State.

A.4. Vision Care

As State of Delaware employees, the Delaware MET employees eligible for the vision insurance administered by the State.

A.5. Tuition Reimbursement

Tuition reimbursement will be available based on the operation budget passed by the General Assembly each fiscal year.

A.6. Liability Insurance

Delaware MET will contract for liability insurance.

A.7. 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 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, **The Delaware MET** 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.

<http://www.delawarepersonnel.com/policies/docs/drugfreeworkplace.pdf>

http://www.delawarepersonnel.com/policies/sex_harassment.shtml

The Delaware MET
Year 1 Fundraising Plan
June 2011

To supplement the Delaware MET's projected budget and provide additional resources for students attending the school, the Board of Directors will be actively engaged in fundraising. Fundraising will begin following the State's approval of The Delaware MET charter application and will be managed by a Fundraising Committee, appointed by the newly formed Governing Board, in partnership with the school leader. The Delaware MET's CMO, Innovative Schools and Operations Manager will ensure that appropriate accounting protocols are in place to accept philanthropic donations.

SECTION 1: ORGANIZATIONAL FUNDING GOALS

Need	\$ GOAL
Capital/School Building	\$500,000
School Van/Transportation to Internships	\$23,000
Technology/Computers	\$15,000
TOTAL FUNDING NEED	\$538,000

SECTION 2: FUNDRAISING GOALS BY SOURCE

Projected Revenue By Source

Revenue sources	Projected \$
Individual donors	\$5,000
Foundation grants	\$500,000
Corporate gifts	\$20,000
Special events	\$13,000
TOTAL REVENUE	\$538,000

Projected Revenue By Fundraising Strategy

Fundraising strategies	Projected \$
Individual Donors	
Board of Directors	\$1,000
Online/email giving	\$1,000
Brick Campaign (\$50/brick)	\$3,000
Foundation Grants	
Longwood Foundation	\$250,000
Welfare Foundation	\$150,000
Laffey McHugh Foundation	\$20,000
Crystal Trust	\$20,000
Gilliam Foundation	\$10,000
Rodel Foundation of Delaware	\$50,000
Corporate Gifts	
Delaware Business Roundtable	\$5,000

Best Buy Foundation	\$5,000
Home Depot Foundation	\$10,000
Special Event	
Delaware MET Opening Celebration	\$13,000
Delaware MET Barn Raising	\$3,000
TOTAL REVENUE	\$530,000

Other Benchmarks	Projected
# 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 \$1,000, with 100% of the Board contributing at giving levels that are reasonable yet meaningful to each of them.	<ul style="list-style-type: none"> Develop Board Solicitation Letter Discuss Board Giving Goal at June Board Meeting Identify key point of contact to have individuals conversations with each Board member to answer any questions Send reminder emails to those individuals that do not submit donation in October and March. Submit thank you and donor acknowledgement letter for tax purposes with-in one week of their gift. Update Board on progress with meeting Board giving Goal at monthly Board meetings. 	Fundraising Committee/ School Leader
Create awareness about Delaware MET fundraising needs by establishing an Online/Email Giving campaign. Goal is to raise a minimum of \$1,000 utilizing this resource, with at least 40 individuals donating \$25/person.	<ul style="list-style-type: none"> Develop text and giving levels for online giving page that clearly communicates needs and impact of gift. Research companies that provide customized online giving services Select provider by July 1, work with Innovative Schools to have online giving incorporated into website Reach out to local non-profit organizations to help advertise the online giving campaign in their newsletters. Develop messaging to be included on all print 	Fundraising Committee/ School Leader/ Innovative Schools

	<p>materials directing individuals to the online giving section of the Delaware MET website.</p> <ul style="list-style-type: none"> • Develop and send electronic email about Delaware MET fundraising needs; send out twice during the year in December and in June to entire email list. • Work with Innovative Schools to ensure that online giving is properly recorded in Delaware MET financial records • Monitor progress on donations monthly 	
<p>Engage individuals in The Delaware MET Capital Campaign by establishing a “Brick Campaign.”</p> <p>Goal is to raise a minimum of \$3,000 using this strategy, with at least 60 individuals purchasing a brick for \$50.</p>	<ul style="list-style-type: none"> • 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 • Research companies that provide brick engraving services • Develop flyer about the Brick Campaign; incorporate messaging onto website as well • Develop thank you letter/donor acknowledgement form to send to individual who purchase brick. • Acknowledge donors on the Delaware MET website and at the Delaware MET Opening Celebration 	<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 \$500,000 for capital needs.</p>	<ul style="list-style-type: none"> • Research information on Foundations to determine grant deadlines, application criteria, etc. • 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 • Write applications, have at least 3 proof readers review application before submission • Follow-up with contact after outcome of proposal is known; submit thank you letter. • If application was not funded, ask contact for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Delaware MET website. Update Board on progress. 	<p>Fundraising Committee/ School Leader</p>

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from local corporations. Goal is to raise a minimum of \$15,000 to support the cost of school van.	<ul style="list-style-type: none"> Identify contact to inquire about a presentation for the Delaware Business Roundtable. Develop presentation; appropriate materials to share at meeting. Determine if there is an application process. Send thank you note and schedule individual follow-up meetings with each representative on the Delaware Business Roundtable to build key relationships. Follow-up with contact after outcome of presentation is known. If application was not funded, ask contact for feedback. If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. Acknowledge all gifts on Delaware MET website. Update Board on progress; share info with key stakeholders in monthly newsletters 	Fundraising Committee/ School Leader

SPECIAL EVENTS

STRATEGY	ACTIONS	STAFF INVOLVED
Organize a fundraising cocktail hour to coincide with the Delaware MET opening celebration. Goal is to raise a minimum of \$10,000 from this event with at least 50 individuals contributing a minimum of \$250	<ul style="list-style-type: none"> Determine best date for the Opening Celebration Identify key people to manage opening celebration, develop timeline with key dates Ask a Board member to donate home for purposes of cocktail hour Identify caterer Develop invitations Develop invite list Identify key guest speaker to attend Solicit gifts for silent auction Develop materials to share with guests Send thank you letters to all guests and businesses that donated prizes Acknowledge all gifts on Delaware MET website Update Board on progress; share info with key stakeholders in monthly newsletters 	Fundraising Committee/ School Leader
Organize a Barn Raising	<ul style="list-style-type: none"> Develop flyer, email, press release, and other 	Fundraising

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	<p>materials to help promote event and secure volunteers</p> <ul style="list-style-type: none"> • Develop inventory list of items that are needed for barn raising, both materials and financial needs • Develop list of local businesses and conduct outreach to these groups for donations of supplies and financial gifts. • Develop an solicitation letter to local businesses, families for donations • Develop agenda for day of the barn raising; develop plan for coordinating volunteers around key projects • Order t-shirts for volunteers; provide promotional materials about the school • Develop strategy for acknowledging volunteers/contributors • Capture information on volunteers and contributors and add to mailing list. 	Committee/ School Leader
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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)
- Delaware MET 501 c3 letter (to be obtained)
- Delaware MET 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)

**The Delaware MET
Feasibility Study Summary
November 19, 2011**

Summary of the Delaware MET

To best understand the demand for The Delaware MET, members of the Founding Board, in partnership with Innovative Schools, conducted a Feasibility Study. The study analyzed a multitude of factors: enrollment trends, AYP ratings for high schools in New Castle County school districts, population trends (from the national census), and community surveys.

Demand for a city high school

According to DDOE data, in SY2010-2011 there were 8,713 students who were residents of Wilmington that attended traditional public school districts (Appoquinimink, Brandywine, Christina, Colonial, and Red Clay). This represents 80% of Wilmington city's K-12 student population.

Wilmington Students by District of Attendance (2010-2011)¹	
APPOQUINIMINK	9,319
Not Wilmington Resident	9,316
Wilmington Resident	3
BRANDYWINE	10,657
Not Wilmington Resident	8,650
Wilmington Resident	2,007
CHRISTINA	17,190
Not Wilmington Resident	14,394
Wilmington Resident	2,796
COLONIAL	9,925
Not Wilmington Resident	9,722
Wilmington Resident	203
RED CLAY	15,954
Not Wilmington Resident	12,250
Wilmington Resident	3,704
Total Non-Wilmington District Students	8,713
Total Wilmington Students	10,945

The other 20% (2,232 students) attend public charter schools, vocational-technical high schools, or private schools. Of these, only three public charter schools (Moyer Academy, which enrolls less than 200 high school students, and Delaware Military Academy and Charter School of Wilmington, both of which

¹ Information by request from DDOE.

are over capacity and have long waitlists²) and one vocational-technical high school (Howard Tech, which enrolls at most less than 593 city students³) reside in the city.

Unfortunately, this information is not broken down by grade level, so a rough approximation has to be used. Based on census data of Wilmington zip codes, an estimated one third of Wilmington students age 5-19 (school age, correlated with the total from the chart above) are in the 15-19 age range⁴:

Population Data - 2010 ⁵							
Age	19801	19802	19805	19806	19809	Total	Percent
5 to 9 years	1,167	1,694	2,946	250	834	6,891	34%
10 to 14 years	963	1,736	2,826	235	767	6,527	32%
15 to 19 years	1,215	1,856	2,958	195	801	7,025	34%
Total	3,345	5,286	8,730	680	2,402	20,443	100%

Combining these two data tables, roughly 2,904 students (one-third of 8,713) are residents of Wilmington city that attend high schools in Appoquinimink, Brandywine, Christina, Colonial, and Red Clay, none of which has a high school located in the city. If even a minority of these students were interested in an urban high school (20%, or 581), this would bring The Delaware MET to over 90% capacity (of 640); the other 10% could easily be drawn from the rest of New Castle County (as well as students who would otherwise attend private schools).

Interest in The Delaware MET will likely be higher, given the clear benefits of a city location alone (to say nothing of demand for the model). A city location will result in shorter transportation times as well as provide more transportation alternatives to school buses in an emergency (for example if a student misses their school bus). Students will be less likely to see transportation as a hindrance to after school sports and extracurricular activities such as clubs or tutoring. Internships and volunteer opportunities will be more abundant and closer in proximity to the school. Perhaps most importantly, teachers and facilities will be more easily and conveniently accessible to parents, facilitating better parent involvement in their child's education.

² Conclusion drawn from the most recent (November 2011) charter report, available on DDOE's [website](#).

³ Howard Tech reports enrollment as part of NCC Vo-tech. NCC Vo-tech enrolls 4,273 students, of which 593 students are residents of Wilmington city. Thus, we can conclude Howard Tech enrolls at most 593 city students (most likely fewer). See footnote '1' on the previous page for more information.

⁴ The most reasonable approximation of high school aged students.

⁵ Information from 2010 US Census, taken from their [website](#).

Demand for a quality high school

While the demand for a city high school location may be strong, the demand for a high quality, college preparatory high school may be even stronger. There are 13 high schools in 5 districts and 4 charter high schools in New Castle County. Their AYP ratings are shown below⁶:

New Castle District	High School	HS Enrollment (2011)	2011 AYP	2010 AYP
Appoquinimink	Appoquinimink	1,381	Above	Below
	Middletown	1,193	Above	Meets
Brandywine	Brandywine	1,026	Above	Below
	Concord	1,353	Above	Below
	Mt. Pleasant	867	Below	Below
Christina	Christiana	1,016	Above	Below
	Glasgow	1,141	Below	Below
	Newark	1,517	Below	Below
Colonial	Penn	1,981	Below	Below
Red Clay	A.I. DuPont	1,386	Above	Below
	Conrad	360	Below	Below
	Dickinson	644	Above	Below
	McKean	911	Below	Below
Charter	Charter of Wilm	970	Above	Above
	Del. Military	556	Above	Above
	Moyer Academy	101	n/a	Below
	Pencader	616	Meets	Below
Total	17 schools	17,019	63% (56%)	18% (8%)

*Note Vo-Tech schools are excluded due to the fact that they are more vocational and technically focused as opposed to college preparatory focused. Highlighted schools are charter schools over-capacity.

According to 2010 AYP ratings (probably a more accurate assessment of school quality given the 2011 AMO reset), only 3 of the 17 high schools in New Castle County are high quality; 14,300 high schools students in New Castle County attend schools that did not meet AYP in 2010. Of these, Charter School of Wilmington and Delaware Military Academy are both over capacity and have long waiting lists⁷, leaving students just a single high quality option. Even looking at the 2011 AYP ratings, there are still 6 (likely 7 including Moyer Academy, with 6,878 students) high schools that failed to meet AYP.

The lack of high quality college preparatory high schools is further exacerbated by the closing of choice in several of the higher quality high schools, leaving students few to no options available to them. The Delaware MET will be open to students all across New Castle County and uses a model with proven results. If even 10% of students in high schools not meeting AYP (1,430 or 688, depending on which standard of quality used, 2010 or 2011) wanted to attend The Delaware Met, the demand for seats at the school would exceed the Delaware Met's expected capacity (640 students).

⁶ School accountability ratings for SY2010-2011 and SY 2009-2010, available on DDOE's [website](#).

⁷ Conclusion drawn from the most recent (November 2011) charter report, available on DDOE's [website](#).

Demand for the Model: Surveying parents and student needs

In addition to looking at demand for a city location, The Delaware Met surveyed community members and current and prospective high school students. The survey was conducted electronically, with publicity and information posted in the following places:

- Wilmington, Bear, and Kirkwood public libraries
- Cool Springs/Tilton Neighborhood Newsletter
- News Journal sticker advertisements
- Local churches in Wilmington and Newark
- Local grocery stores in Wilmington and Newark
- Local community blogs
- Partner organization websites
- Wilmington YMCA
- Latin American Community Center

In addition, survey responses were actively sought during the following events:

- Rodney Square Farmer's Market
- Cool Springs Farmer's Market
- Urban Bike Project events
- Newark Community Day
- Delaware Day for Kids
- Latin American Community Center events

Finally, a student focus group was conducted at East Side Charter School.

Demographics

Efforts were made to include survey responses from community members in as many relevant zip codes as possible, ultimately resulting in responses from 14 different zip codes (note urban Wilmington zip codes **bolded**):

19702	19706	19707	19709	19711	19713	19720
19802	19803	19804	19805	19806	19808	19809

The same care was taken for student responses, with responses from 11 zip codes,

19701	19703	19709	19711	19720	19801
19802	19805	19809	19939	21804	

and 8 districts and 2 charter schools (urban ones bolded):

Appoquinimink	Brandywine	Christina	Colonial	NCC Vo-tech
Indian River	Milford	Red Clay	East Side Charter	Thomas Edison

The adult survey was also conducted in such a way as to ensure a mix of ethnicities (42% African American, 45% Caucasian), although admittedly is under-representative of Hispanic/Latinos. Respondents were primarily between the ages of 31 and 50 (70%, mostly parents) and 51 and 60 (15%, mostly grandparents).

The student survey was bound by practical and logistical restrictions (where the focus groups were and marketing was targeted), and as a result was skewed towards African American students (76%) although did provide some representation for Caucasian and Hispanic students (12% and 4%, respectively). Students surveyed spanned grade levels 7th to 12th.

Meeting the Demand: Curriculum & Instruction

84% of adult respondents named curriculum and instruction as one of their top priorities in choosing a school for their child, many citing specifically a college-preparatory focus, STEM classes, and project-based learning. 78% of students agreed, also putting this as one of their top priorities in choosing a school. Central to The Delaware Met is the Big Picture Learning academic program, which uses project-based learning and real-world internship experiences to ensure students are prepared for college.

Meeting the Demand: Personalized Instruction

48% of respondents cite personalized instruction as one of their top priorities in choosing a school for their child, many specifically referencing small class sizes, special education, and acceleration. While students didn't mention this specifically, 22% said real-world experience and learning was a top priority for them in choosing a school. Parents also responded that their child:

- Does not have a program at their school that allows them to learn through their areas of interest (49%)
- Enjoys "hands-on-work" more than "book work" (48%)
- Does fine but seems bored or disengaged (18%)
- Needs more challenge (39%)
- Does well when able to work at own pace (30%)

Students agreed, responding:

- I enjoy school, but am bored and do not feel that I am challenged (32%)
- I enjoy "hands-on work" more than "book work" (28%)
- I do well in school when I am interested in the topic and able to work at my own pace (56%)
- The school does not make connections between what I'm learning and the real world (16%)

The Delaware Met's model is predicated on educating students "one child at a time." Students constantly make real world connections and engage in "hands-on" work through their interest-based internships and project-based learning, helping to prevent boredom or disengagement. And because advisories consist of no more than 20 students (and internships will likely involve personalized

attention), the model will satisfy parents' desire for small class sizes and personalized instruction. Advisors stay with their students through all four years, helping them develop a connection with their students that allows them to adequately support and challenge them, facilitating acceleration opportunities as well as aiding in accommodating learning disabilities and other special needs. All of these instructional methods allow students to work at their own pace with the support of their mentors and advisors.

Meeting the Demand: Teacher & Leader Quality

47% of parents said teacher and leader quality were one of their top priorities in choosing a high school for their child. 22% of students also stated this was one of their top priorities. The Delaware Met's partnership with Innovative Schools⁸ and Big Picture Learning's professional development support ensures that the teachers and leaders at The Delaware MET will be high quality educators trained in the model.

Meeting the Demand: Social & Learning Environment

43% of parents said the social and learning environment was a top priority in choosing a school for their child, looking for educators that help their child build self-confidence and discipline as well as classrooms with strong peer engagement and interaction. The structure of The Delaware MET will ensure that this demand is met. Advisories are tight-knit, mutually supportive groups of no more than 20 students that stay together through their entire high school experience, allowing strong connections and bonds to be made with the support of an advisor (who also stays with the group). Projects are cooperative and interactive and *require* students to constantly interact and work together, further driving and strengthening these bonds.

In addition, the unique instructional model of the Delaware Met is specifically structured to develop students to be self-reliant and confident in their own abilities. Advisors encourage students to seek projects and internships they are interested in and take ownership and leadership in their own educational experiences. Furthermore, because students are required to not only interact with their peers but also with professionals in the workplace, students will themselves learn to be professional in their appearance and actions.

In regards to discipline, the strong bonds developed between the advisor and their small group of students will allow the teacher to handle discipline in a manner that is customized to the student. In such an environment, peer and self-regulation also occurs often, and the mere fact that students learn to be professional also means students learn the right way to behave in school as well as methods of professional conflict resolution.

Meeting the Demand: Extracurricular Activities

29% of parents responded that extracurricular activities were a top priority in selecting a school for their child. 50% of student responses also listed this requirement. While the Delaware Met will seek community partnerships to offer high quality extracurricular activities, often the demand for extracurricular activities stems from the root cause of students and parents wanting more real-world connections with what is happening in the classroom, as well as a desire for more students to be able to cultivate their own interests. The Delaware Met's selection of the Big Picture Learning model was in response to these two demands, so while The Delaware Met will offer a full complement of extracurricular activities, its very curriculum and instruction will also help satisfy this demand.

Conclusion

Of all respondents to The Delaware MET survey, 84% of respondents indicated that they do not know of another school in their area providing a similar type of education. 90% of respondents would like to learn more or would consider enrolling their child in this type of school. Even conceding there may be a self-selection bias for survey results, the interest in and demand for the school is remarkably strong.

Taking all of these factors into consideration—the advantages of a city high school location, the lack of sufficient choices in high quality, college preparatory high schools, and the interest in the model and demand for more choices in high schools—it is clear that the opening of the Delaware Met not only is feasible, but serves a critical need in the city of Wilmington, as well as the greater New Castle County population. The majority of charter schools in Delaware are elementary schools, probably because of the difficulties inherent in operating a charter high school, especially if the school is to serve an at-risk, high need population. The Big Picture high school model was created not only to serve this population, but actively aims to target this population, and replications across the country and world are achieving astounding success. Delaware has an opportunity to join this incredible network and add the Delaware Met to its repertoire of excellent schools, bolstering the state's reputation as truly the first in education.

Appendix: Survey Findings

Community Member Survey Findings

One of the first questions asked of parents and community members was what their top priorities were when considering a school for their children. Their responses, in descending order:

Top Priority	% Response
Curriculum & Instruction	84%
College Preparatory Focus	6%
STEM	13%
Project-Based Learning	3%
Personalized Instruction	48%
Small class sizes	19%
Special education	6%
Acceleration opportunities	6%
Teacher & Leader Quality	47%
Social & Learning Environment	43%
Confidence-building	6%
Quality of peers & student engagement	13%
Discipline	6%
Extra-curricular Activities	29%
Safety	26%
Proven record of success	16%

In addition, when asked to describe their child's school experience parents said their student:

- Enjoys "hands-on-work" more than "book work" (48%)
- Does fine but seems bored or disengaged (18%)
- Needs more challenge (39%)
- Does well when able to work at own pace (30%)

49% said their current school does **not** provide a program that allows their child to learn through their areas of interest, and only 12% said they believed other schools in the area provided a model similar to the Delaware MET (all of these cited the vo-tech schools, which arguably are aimed more for career and technical readiness versus college readiness, as the Delaware MET does). 76% said they would be willing to provide transportation for their child to attend a school like this.

Student Survey Findings

Students were also asked what their top priorities were when selecting a high school. Their responses, in descending order:

Top Priority	% Response
Curriculum & Instruction	78%
Extracurricular Activities	50%
Teachers & Leaders	22%
Real-world connections	22%

Students said of their school experience:

- I enjoy school, but am bored and do not feel that I am challenged (32%)
- I enjoy “hands-on work” more than “book work” (28%)
- I do well in school when I am interested in the topic and able to work at my own pace (56%)
- The school does not make connections between what I’m learning and the real world (16%)

Only 12% could name another school that is similar to the model provided by the Delaware Met, again citing vo-tech schools (see above).

**The Delaware MET
Year 1 Marketing Plan
June 2011**

Year 1 marketing strategies for The Delaware MET will focus on two key audiences segments:

- I. Rising high school aged students (specifically teenagers aged 12-15)
 - a. Subcategory – Parents of rising high school aged students
- II. Delaware businesses

To best execute this marketing plan, The Delaware MET will work with its CMO, Innovative Schools, which has experience with developing marketing materials for schools and will assist with community engagement meetings and developing business partnerships. Areas where Innovative Schools will be responsible for executing aspects of this plan have been indicated.

I. Rising High School Aged Students

a. Marketing Goal

In year 1, the school will seek to enroll 240 - 9th grade students and 80 - 10th grade students by February 2013. Although **The Delaware MET** will be located in downtown Wilmington, the school will recruit from all demographics to ensure that it serves a diverse group of students. The student population will seek to reflect a 50-50 male to female ratio and a diverse student population comprised of 60% minority, 40% non-minority, 65% low income, 35% non low-income and 15% special education.

b. Targeted Neighborhoods:

Recruitment efforts for The Delaware MET will focus on the city of Wilmington, with specific marketing to New Castle County school districts which include Red Clay, Christina, Brandywine, Colonial, and New Castle County VoTech School Districts. Applications will be accepted from students outside of New Castle County as well.

c. Key Characteristics of Target Audience

i. Census Dataⁱ

CENSUS CATEGORY	WILMINGTON	New Castle County
Population, 2010	70,851	538,479
Persons under 18 years old	24.2%	23.2%
Female persons	52.5%	51.6%
White persons	32.6%	65.5%
Black persons	58%	23.7%
Asian persons	1%	4.3%

Persons reporting two or more races	2.6%	2.5%
Persons of Hispanic or Latino origin	12.4%	8.7%
Language other than English spoken at home, percent of persons age 5+	13.1%	13.5%
High school graduate, percent of persons age 25+	80%	87.9%
Bachelor's degree or higher, percent of persons age 25+	26.4%	32.1%
Housing Units, 2010	32,820	217,511
Homeownership rate	49.2%	71.2%
Median household income	\$39,130	\$62,051
Persons below poverty	22.3%	10.1%

See also data from Feasibility Study in **Appendix [X] for additional information on specific school districts in New Castle County.*

ii. Market Segment Analysisⁱⁱ

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 Characteristicsⁱⁱⁱ:

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.

d. Strategy:

Taking into account the teen market’s preferred communications style, The Delaware MET 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 The Delaware MET would look like through interactive presentations. Incorporate Skype sessions so that prospective students can communicate with peers attending a BPL school in another state. Incorporate role play strategies.

- **Experiential**

- All communications tools will help point to the unique value that The Delaware MET will provide to students. In Year 1-messaging will highlight the wide variety of work-related experiences based on students' interests which will help prepare them for their future. (See section *Messaging* for examples.) The Delaware MET will also include information about the businesses that have partnered with the school in Year 1, examples of projects students would be working on at those businesses, and information on the Mentors at those sites.

e. Messaging:

- **For High School Aged Students**

Messaging for The Delaware MET will build on the existing Big Picture Learning brand. Because the student is truly at the center of the Big Picture Learning model, wherever possible, the school design will be explained through the students' eyes. Pictures of students and student testimonials for other Big Picture Learning schools will build a basis for The Delaware MET'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 a school implementing the Big Picture model, by focusing on their initial interests as a freshmen, follow them through their internship experiences, sit in with them on a college counseling session as they select colleges, and look into their freshmen year at college where we see them pursuing their passion and furthering their studies in the field where they will pursue a career.

The Delaware MET will also include information about the businesses that have partnered with the school in Year 1, examples of projects that students would be working on at those businesses and information on the mentors at those sites.

In Year 2, testimonials from students at other Big Picture Learning schools will be replaced with testimonials from students attending The Delaware MET. Students will be asked to contribute to the Delaware MET marketing plan, and serve as “school ambassadors” to aid in the recruitment of incoming classes.

- **Parents of High School Aged Students**

Parents will have a unique role at The Delaware MET and messaging will be designed to engage them in the decision making process for their child and inform them of the unique role they will play at the school. Marketing materials will highlight the unique components of the Big Picture academic program, the model’s record with academic success, and the strong network of other Big Picture schools across the country. In addition, The Delaware MET website will include a “Parent Resource Center” that will incorporate testimonials from other parents that have enrolled their child in a Big Picture 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 Delaware MET 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 Big Picture Learning over the past 16 years and reduce the cost of marketing projects in Year 1, Innovative Schools as CMO will utilize many of the marketing materials already in place for Big Picture Learning for The Delaware MET. Existing materials include BPL brochures, BPL website, YouTube videos, Facebook pages for other Big Picture schools, Twitter feeds and more. 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 Delaware MET governing board and school staff:

- School Logo
- Website
- Recruitment brochure
- Constant Contact software to distribute an electronic newsletter and email blasts
- Flyers
- Facebook and Twitter Accounts
- E-Newsletter
- Newspaper advertisement

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 Delaware MET application, students or parents will be asked how they learned about The Delaware MET 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.

II. Delaware Businesses

The Big Picture Learning model is one of the schools reflected in Innovative Schools' Portfolio of Model Schools and therefore qualifies The Delaware MET for a cost-free membership in the Alliance of Model Schools. Through this membership, Innovative Schools as CMO will work closely with the LTI Coordinator/Curriculum expert to identify and build relationships with local businesses. Innovative Schools staff will work with the School Principal and LTI coordinator to identify key businesses in Year 1 and build those relationships.

a. Marketing Goal

Secure partnerships with a minimum of 10 businesses in Year 1 for students to serve as interns.

b. Targeted Neighborhoods

Innovative Schools and The Delaware MET will identify key businesses in New Castle County that will offer students a diverse array of internship opportunities to choose from and that are within a reasonable traveling distance from their home or from the school.

c. Key Characteristics of Target Audience

i. Census Data

CENSUS CATEGORY	Wilmington	New Castle County
Total number of firms, 2007	8,502	43,660
Black-owned firms, percent, 2007	12.5%	10.1%
Asian-owned firms, percent 2007	4.2%	5.1%
Hispanic owned-firms, percent 2007	2.3%	2.1%
Women-owned firms, percent 2007	No data available	26.5%

ii. Listing of Businesses

See attached chart for a listing of local businesses that Innovative Schools and The Delaware MET will select from in Year 1.

d. Strategy

New Castle County, and specifically, Wilmington offer a wide array of non-profit, for-profit, government, small business and corporate work experiences to offer as internship sites for students attending The Delaware MET. Securing partnerships with local businesses will require a significant amount of in-person visits and relationships building to build trust and define clear expectations around the internship experience and the role of the mentor. The CMO Project Manager, school principal and LTI Coordinator will work together to identify a minimum of 15 – 20 businesses within the cities of Wilmington to serve as possible internships sites. In selecting these businesses, efforts will be made to provide students with a diverse array of possible learning opportunities in a variety of fields (for example, entertainment, medical, financial, food service, animal care, economic development, education, child care, etc.). Businesses that express an interest in serving as a possible internship site will be asked to sign a memorandum of understanding (MOU) clearly outlining the roles and responsibilities.

e. Messaging

Messaging for The Delaware MET will build on the existing BIG Picture brand, highlighting key businesses that have partnered with other BIG Picture schools around the country. Communications will clearly articulate the role of the business and expectations around student projects and mentor responsibilities. Other possible key themes may include:

- Economic viability and preparing our students to be a 21st century workforce

- Developing Delaware’s students and businesses through meaningful collaboration.

f. Marketing Materials to be Developed

Materials developed for students and parents will also be used to promote the school to local businesses. The CMO Project Manager and LTI Coordinator will also prepare a few additional materials specifically for local businesses.

- Power Point presentation
- Informational brochure
- A “Community Partners” section of The Delaware MET website
- Memorandum of Understanding

g. Marketing Strategies/Tools

See attached chart.

h. Evaluation

Because the majority of marketing to businesses will be conducted through direct person-to-person marketing, evaluation of marketing strategies will rely heavily on direct feedback and overall interest in partnering with the school to serve as an internship site.

i. Timeline

See attached timeline.

ⁱ U.S. Census Bureau, *State & County Quick Facts, Wilmington, Delaware*.
<http://quickfacts.census.gov/qfd/states/10/1077580.html>. Accessed 16 November 2011.

U.S. Census Bureau, *State & County Quick Facts, New Castle County, Delaware*.
<http://quickfacts.census.gov/qfd/states/10/10003.html>. Accessed 16 November 2011.

ⁱⁱ Magazine Publishers of America, *Teen Market Profile*, New York, NY. 2004.
<http://www.magazine.org/content/files/teenprofile04.pdf>. Accessed 17 June 2011.

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.

PEW Research Center. *The Teens Market in the US*. Rockville, MD. 2007.
http://louis.com/IMD_Project_Planning/wk01/MarketResearch.com_1585254.pdf. Accessed 17 June 2011.

ⁱⁱⁱ Magazine Publishers of America, *Teen Market Profile*, New York, NY. 2004.
<http://www.magazine.org/content/files/teenprofile04.pdf>. Accessed 17 June 2011.

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.

PEW Research Center. *The Teens Market in the US*. Rockville, MD. 2007.
http://louis.com/IMD_Project_Planning/wk01/MarketResearch.com_1585254.pdf. Accessed 17 June 2011.

**Delaware MET
Year 1 Marketing Plan
Marketing Strategies/Tools and Estimated Costs**

High School Aged Students and Parents of High School Aged Students		
Strategy	Goal	Estimated Cost
Community Engagement Meetings <ul style="list-style-type: none"> • Meeting will include video footage of students in action at the BIG Picture model • Meeting will also include a Skype session with students already attending a BIG Picture school so that students can speak with other students. 	Host a minimum of 3 community engagement meetings beginning in the summer of 2012; 2 in the Wilmington, DE area and 1 in the Newark, DE area. Locations to be determined based on outcomes of Feasibility Study community meetings during application year.	\$5,000 for three meetings (estimate provided by Innovative Schools)
Virtual webinars for individuals who are not able to attend in-person meetings <ul style="list-style-type: none"> • Reduce cost by partnering with Innovative Schools to host webinar utilizing their existing software. • Webinar invitation and presentation to be customized for the Delaware MET. 	<p>Host a minimum of 3 virtual webinars for parents and students interested in learning more about The Delaware MET.</p> <p>Host a minimum of 2 virtual webinars for businesses that are interested in learning more about serving as an internship site for The Delaware MET.</p>	\$2,500 for 5 webinars (estimate provided by Innovative Schools)
Recruitment at middle school locations	Host one recruitment session for 8 th graders by Nov. 1 st in the following Red Clay, Christina, Brandywine, and Colonial School	\$0

	<p>District middle schools and charter schools:</p> <ul style="list-style-type: none"> • Bayard Middle School • Gauger-Cobbs Middle School • George V. Kirk Middle School • Shue-Medill Middle School • Pierre S. DuPont Middle School • Springer Middle School • Talley Middle School • Skyline Middle School • Stanton Middle School • East Side Charter School • The New Moyer Academy • Newark Charter School • Thomas Edison Charter School • Bedford (Gunning) Middle School • McCullough (Calvin R.) Middle School • Read (George) Middle School 	
Newspaper advertisements / Sticker	<p>Purchase stickers on the front page of the News Journal to advertise The Delaware MET and direct individuals to The Delaware MET website and social networking sites. Stickers will be purchased for New Castle County addresses.</p> <p>Place advertisements Wilmington and Newark local newspapers.</p>	Getting Quote
Blogs	<p>Post advertisements in Delaware specific blogs that direct readers to The Delaware MET website and social networking sites. Examples of blogs where advertisements will be placed:</p>	\$0
Non-profit newsletters	<p>Partner with other education-related non-profit organizations in the Wilmington and Newark areas to include a short piece about The Delaware MET in their newsletters. Examples of non-profit organizations include:</p> <ul style="list-style-type: none"> • Metropolitan Wilmington Urban League • PIC of Delaware 	\$0

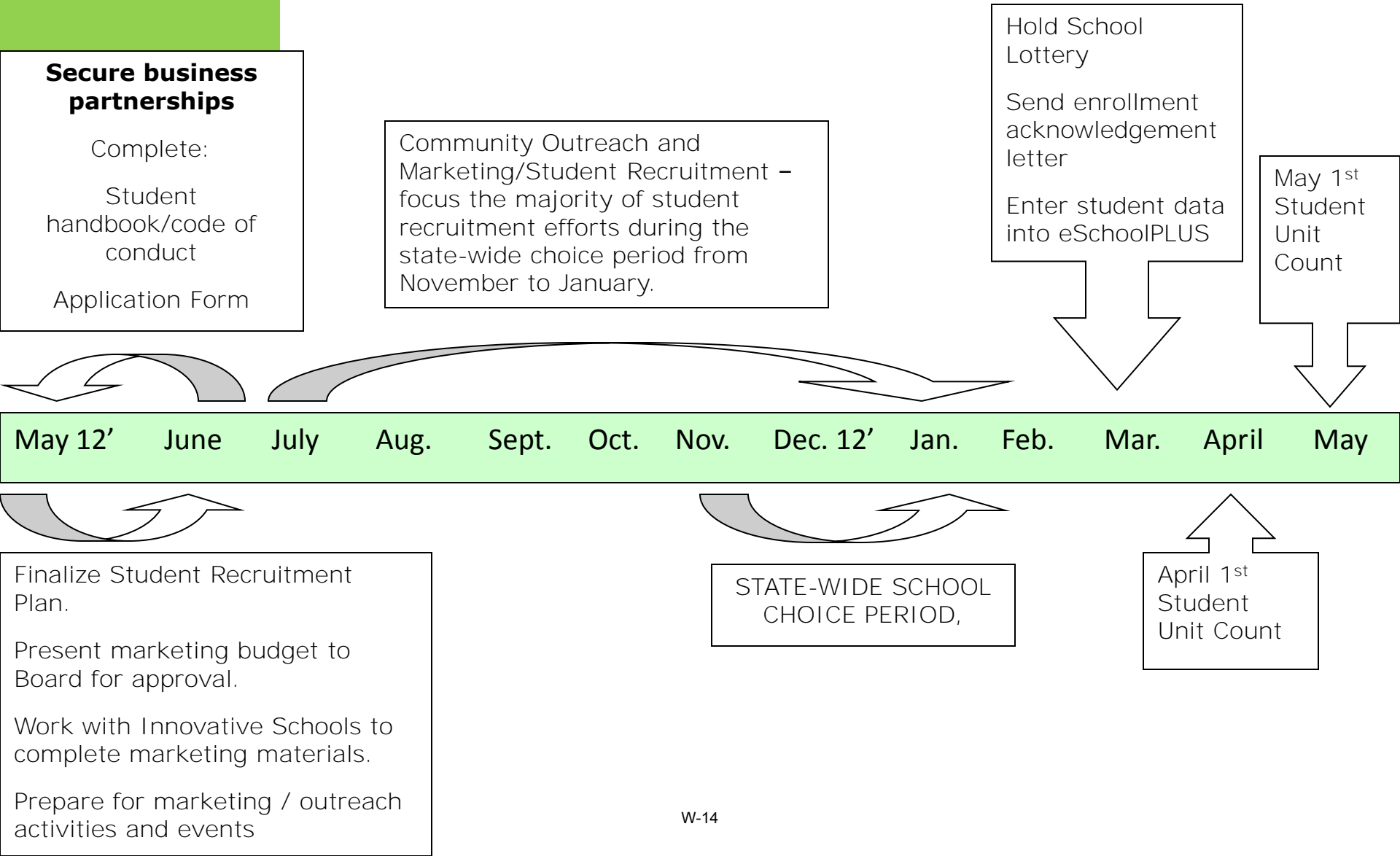
	<ul style="list-style-type: none"> • Learning Link of Delaware • Voices 4 Change • Vision 2015 • Rodel Foundation • Boys and Girls Clubs of Delaware • Big Brothers Big Sisters of Delaware • Communities in Schools • Children and Families First • Teens in Perspective • United Way of Delaware • YMCA • YWCA • Innovative Schools 	
Bus advertisements	Purchase advertising space on Wilmington and Newark bus routes that direct individuals to The Delaware MET website and social networking resources.	\$10,000
Table at local fairs/community events	Purchase table space at local fairs and community events such as the Greek Festival, Italian Festival, etc. A full list of fairs and events to be developed by March 2012.	\$0
Press coverage of school design	<p>Submit press releases at least once every two months to highlight key milestone in The Delaware MET's opening. Examples of topics include:</p> <ul style="list-style-type: none"> • Approval of charter application • Hiring of Delaware MET school leader • Purchase of Delaware MET building • Advertise open enrollments; dates and times of community engagement meetings • School opening day 	\$0
Local businesses advertising	Place flyers in local businesses that agree to serve as internship sites. Flyers will direct individuals to The Delaware MET website and social networking sites. Also include recruitment brochures for those that do not have website access.	\$1,000 for printing

Twitter	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
Facebook	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
YouTube	Build interactive components into The Delaware MET website by providing links to existing YouTube videos about the Big Picture model. Encourage students to implement develop their own videos for YouTube on the Big Picture model during Year 1 for Year 2 student recruitment efforts.	\$0
Model School Tours	Provide scholarships for key parents and students to visit the MET, a Big Picture School in Providence, Rhode Island so that they can talk with teachers and students and observe the model for themselves. Recruit these individuals to serve as ambassadors for the Delaware MET after returning.	Built into proposal with Innovative Schools
Local Businesses to Serve As Internship Sites		
Strategy	Goal	Estimated Cost
In person meetings	Schedule meetings with a minimum of 20 businesses to share information about Delaware MET and serving as an internship site. Businesses will be selected prior in May 2012.	\$0
Presentations at local businesses related organizations	Provide information to key economic development organizations in the Wilmington and Newark areas. Schedule individual meetings with businesses interested in serving as internship sites. Examples of groups that we would present to include: <ul style="list-style-type: none"> • Delaware Business Roundtable • Kiwanis Club • New Castle County Chamber of Commerce • DANA 	\$0
Model School Tours	Invite local businesses to attend Model School Tours to visit the	Built into proposal with

	MET in Providence, Rhode Island in the Fall of 2012 so that they can see students at internships, talk with mentors, and learn more about the overall school design. Recruit these individuals to serve as ambassadors for the Delaware MET after returning.	Innovative Schools
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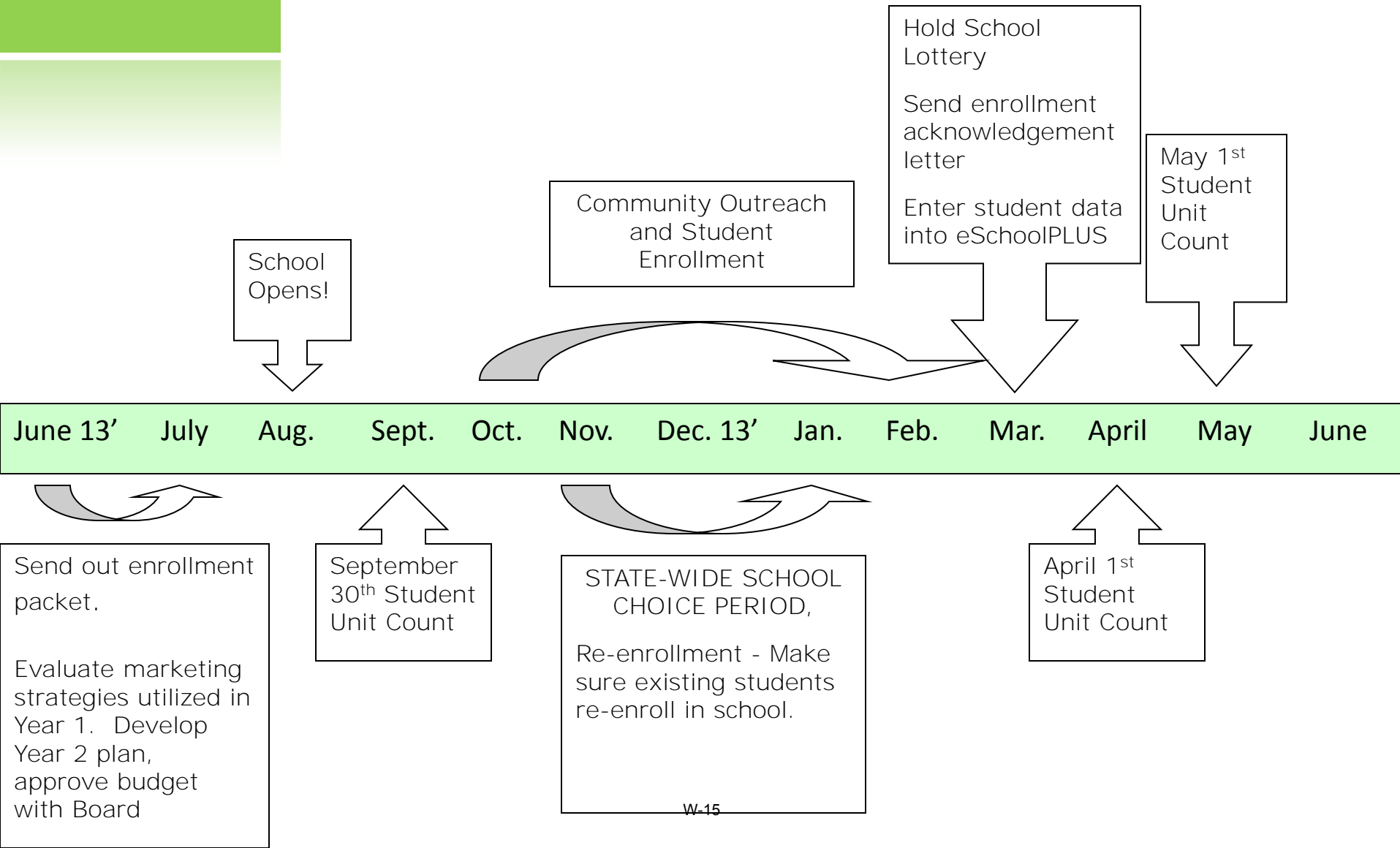
Delaware MET

Marketing Timeline 2012-2013



Delaware MET

Marketing Timeline 2013-2014



Delaware Business Round Table

Company	Address	Phone	Contact Person	E-mail	Comments
	1 River Pl Wilmington, DE 19801-5125	(302) 299-4800			
AAA Mid-Atlantic	1600 Rockland Road Wilmington, DE 19803	(302) 651-4200			
Alfred I. duPont Hospital for Children	664 Churchmans Road Newark, DE 19702-1934	(302) 453-6900			
Artesian Water Co.,Inc	1800 Concord Pike Wilmington, DE 19803-2902	(302) 886-3000			
AstraZeneca	655 Paper Mill Road Newark, DE 19711	(302) 458-4798			
Bank of America Card Services	125 S West St Wilmington, DE 19801-5014	(302) 778-1018			
Barclays	540 South Governors Avenue Dover, DE 19904	(302) 744-7131			
Bayhealth Medical Center	800 Delaware Ave Wilmington, Delaware 19801	(302) 429-0260			
Blue Cross Blue Shield of Delaware CAI	909 Silver Lake Boulevard Dover, DE 19904-2472	(302) 734-6799			
Chesapeake Utilities Corporation	4755 Ogletown Stanton Road Newark, DE 19718-0001	(302) 623-4050			
Christiana Care Health Systems	5601 Concord Pike # A Wilmington, DE 19803-6421	(302) 477-5418			
Citibank,N.A.	Maryland Avenue & Germay Dr Wilmington, DE 19804	(302) 421-2248			
Citizens Bank	715 North Orange Street Wilmington, DE 19801-1755	(302) 651-3634			
Colonial Parking Inc.	550 S College Ave, Newark, DE 19713	(302) 453-5635			
DaimlerChrysler Corporation	100 W 10th St # 115 Wilmington, DE 19801-1660	(302) 571-8004			
Delaware Community Foundation	1201 N Orange St # 200 Wilmington, DE 19801-1167	(302) 655-7221			
Delaware State Chamber of Commerce	1200 N Dupont Road Dover, Delaware 19901	(302) 857-6060			
Delaware State University	1832 North Dupont Highway Dover, DE 19901-2221	(302) 741-2704			
Delaware Technical & Community College	630 Martin Luther King Boulevard Wilmington, DE 19801	(800) 375-7117			
Delmarva Power	1131 N Dupont Hwy Dover, DE 19901	(800) 711-5882			
Dover Downes	1 Righter Pkwy # 3200 Wilmington, DE 19803-1510	(302) 999-3800			
DuPont					

	110 South Poplar Street #400 Wilmington, DE 19801	(302) 421-5700
<u>EDIS Company</u>		
<u>General Motors Corporation</u>	150 Lafferty Lane Dover, DE 19901-7205	(302) 677-1503
<u>George & Lynch, Inc</u>	1201 N Market St # 1501 Wilmington, DE 19801-1163	(302) 661-2900
<u>The Glenmede Trust Company N.A.</u>	500 Hercules Road Wilmington, DE 19808-1513	(302) 995-3000
<u>Hercules (ashland) Incorporated</u>	509 Bay Road Milford, DE 19963	(888) 424-3042
<u>I.G. Burton, Inc</u>	1 Righter Parkway, Suite 110 #110 Wilmington, DE 19803	(302) 658-5508
<u>Lyons Companies</u>	1201 North Market Street Wilmington, DE 19801-1149	
<u>McConnell Development Inc</u>	300 Continental Dr # 1 Newark, DE 19713-4322	(302) 428-0712
<u>Nationwide Financial Network</u>	300 Delaware Avenue Wilmington, DE 19899	(302) 452-4000
<u>PNC Bank</u>		(302) 429-1361
<u>University of Delaware</u>	University of Delaware Newark, DE 19716	(302) 831-2792
<u>Valero Energy</u>	901 Tatnall Street Wilmington, DE 19801	(800) 483-7988
<u>Verizon Delaware, Inc</u>	5221 Summit Bridge Road Middletown, DE 19709	(302) 378-9811
<u>Willis Auto Group, Inc</u>	2400 Philadelphia Pike Claymont, Delaware 19703	(302) 571-7080
<u>WSFS Bank</u>	1100 North Market Street, Wilmington, DE 19890	
<u>Wilmington Trust Company</u>		(302) 651-1000

Non-Profits		
Name	Address	Phone
Boys and Girls Club of Greater Newark	1 Positive Place Newark, Delaware 19702	302-836-7474
Christiana Care Health System	4755 Ogletown-Stanton Rd, PO Box 6001 Newark, Delaware 19718	302-733-1284
Food Bank of DE	14 Garfield Way Newark, Delaware 19713	302-292-1305
International Reading Association	800 Barksdale Road, PO Box 8139 Newark, Delaware 19714-8139	(302) 731-1600
Nemours Health and Prevention Services	252 Chapman Road, Suite 200 Newark, Delaware 19702	302-444-9144
Nemours/A.I Dupont Hospital	1600 Rockland Road Wilmington, DE 19803	(302) 651-4000
American Red Cross	100 West 10th Street, Suite 501 Wilmington, Delaware 19805	(302) 656-6620
Brandywine Zoo	1001 North Park Drive Wilmington, Delaware 19802	302-571-7850 ext. 209
Catalyst Project	1925 Lovering Avenue, 2nd floor Wilmington, Delaware 19806	302-427-2400
Delaware Center for Horticulture	1810 North Dupont Street Wilmington, Delaware 19806	302-658-6262
Junior Achievement of DE inc	522 South Walnut Street Wilmington, Delaware 19801	302.654.4510
Planned Parenthood of DE	PO BOX 5835 Wilmington, Delaware 19808	302.276.5959
Westside Health	1802 West 4th Street Wilmington, Delaware 19805	302-655-5576
Hockessin Fire Company	1225 Old Lancaster Pike Hockessin, Delaware 19707	302-239-7159
Brandywine Creek State Park	P.O. Box 3782 Greenville, Delaware 19807	(302) 577 - 3534
Grand Opera House	818 North Market Street Wilmington, DE 19801-3080	302) 652-5577
Delaware Art Museum	2301 Kentmere Parkway Wilmington, DE 19806	(302) 571-9590
Wintherthur	5105 Kennett Pike Wilmington, DE 19735	302-888-4600
Hagley Museum	PO Box 3630 Wilmington, DE 19807-0630	(302) 658-2400
DE humanities forum	100 West Tenth Street, Suite 1009 Wilmington, DE 19801	302) 657-0650
World Trade Center DE	702 West Street Wilmington, DE 19801	302-656-7905
Partnership for DE Estuary	One Riverwalk Plaza 110 South Poplar Street, Suite 202 Wilmington, DE 19801	302) 655-4990
Social Ventures Partners DE	100 W. 10th Street, Suite 609 Wilmington, DE 19801	302.778.2670
DE Children's theater	1014 Delaware Avenue Wilmington, DE 19806	302) 655-1014
Children's Beach House	100 W. 10th Street, Suite 411 Wilmington, DE 19801-1674	(302) 655-4288
Public Allies DE	100 West 10th Street Suite 812 Wilmington, DE 19801	302.573.4438
Urban Environmental Center	1500 North Walnut Street Wilmington, DE 19801-3134	302) 658-9832
Habitat for Humanity: New Caslte	1920 Hutton St. Wilmington, DE 19802	302) 652-0365
DE Humane Association	701 A Street Wilmington, DE 19801	302) 571-0111
Marmot Foundation inc	100 W 10th St # 1109 Wilmington, DE 19801-1653	302) 658-6355
United Way of DE	The Linden Building Third Floor 625 North Orange St. Wilmington, DE 19801	302) 573-3700
DE Academy of Medicine	Suite L10 4765 Ogletown Stanton Road Newark, Delaware 19713	302-733-3900

DE center for contemporary arts	200 South Madison Street Wilmington, DE 19801	302.656.6466
DE museum of natural history	4840 Kennett Pike P.O. Box 3937 Wilmington, DE 19807-0937	302-658-9111
DE New Castle SPCA	455 Stanton Christiana Road Newark, DE 19713	302-998-2281
Girls Inc of DE	1019 Brown Street Wilmington, DE 19805	(302) 575-1041

Libraries

Wilmington Public Library	10 E 10th St. Wilmington, DE 19801	302)-571-7400
New Caslte Public Library	424 Delaware Street New Castle, DE 19720	302) 328-1995
Delaware City public Library	250 Fifth Street Delaware City, DE 19706	302) 834-4148

55+ communities

Forwood Manor	1912 Marsh Road Wilmington, Delaware, USA	877-583-5900
Windsor Place	6677 Lancaster Pike Hockessin, Delaware, USA	877-583-5900
Apartments at Pike Creek	100 Red Fox Lane Newark, Delaware, USA	302) 737-3747
Hockessin Hills	6525 Lancaster Pike Hockessin, Delaware, USA	302-998-0181
Quaker Hills Place	200 N Washington St Wilmington, Delaware, USA	302-571-0100
Lexington Green Apartments	1201 Kingston Bldg Newark, Delaware, USA	302-322-8959
Luther Towers II	1420 N Franklin St # 19806 Wilmington, Delaware, USA	302-654-4490
Atrium at Churchman Village	4949 Ogletown-Stanton Rd Newark, Delaware, USA	(302) 998-6900
Ingleside Home	1605 N Broom St Wilmington, Delaware, USA	302-655-2909
Terry Apartments	2400 North Broom Street Wilmington, Delaware, USA	302) 655-6661
Marydale Retirement Village	135 Jeandell Drive Newark, Delaware, USA	302-368-2784
Masonic Home of DE	4800 Lancaster Pike Wilmington, Delaware, USA	302-994-4434
Vianney House	905 Milltown Rd Wilmington, Delaware, USA	302-636-0200
Carelink	710 W Matson Run Pkwy Wilmington, Delaware, USA	302-764-3660
Lorelton	2200 West 4th Street Wilmington, Delaware, USA	302-573-3580
Cokesbury Village	726 Loveville Rd Hockessin, Delaware, USA	302-235-6000
Los Jardines	1000 West 5th Street Wilmington, Delaware, USA	302) 652-6391
Shipley Manor	2723 Shipley Road Wilmington, Delaware, USA	302-479-0111
Millcroft	255 Possum Park Road Newark, Delaware, USA	302-366-0160

Banking, Investment and Finance

Wells Fargo/wachovia	100 W 10th Street Wilmington, DE 19801	800-553-9972
TD/commerce Bank	2035 Limestone Road Wilmington, DE 19808	302-351-4560
PNC	222 Delaware Ave 18th floor, wilmington, DE 19801	302-428-1011
RBS Citizens Bank	919 N Market Street Wilmington, DE 19801	401-456-7000
WSFS	500 Delaware Ave. Wilmington, DE 19801	302-792-6000

HSBC	1105 N Market St., Suite 1 Wilmington, DE 19801-1237	800) 975-4722
BoA	3801 Kennett Pike, Greenville, DE 19807	302) 576-5652
Chase	200 White Clay Center Dr. Newark, DE 19711	302-634-1000
Citibank	1 Penn's Way New Castle, DE 19720	302-323-3801
Amerimax Finance Cooperation	1007 North Orange Street, Wilmington, DE 19801-1239	302) 472-9154
Mellon Financial Cooperation	919 North Market Street, Wilmington, DE 19801-3023	(302) 421-2307
Glenmede Trust company	1201 MARKET STREET. SUITE 1501. WILMINGTON, DE 19801-1163	302-661-2900
PFPC Trust Company	301 Bellevue Parkway Wilmington, DE 19808	302-791-2000
U.S Bank Trust	300 E Delaware Avenue, 9th floor Wilmington, DE 19801	302.576-3703
Goldman sachs trust company	601 Delaware Ave 2nd floor Wilmington, DE 19801	302.830.1857
Morgan Stanley Trust	919 N Market Street Wilmington, DE 19801	302-657-8343
ING Bank	1 S. Orange Street, Wilmington, DE 19801	302-658-2200
FIA Card Services	1100 N King Street Wilmington, DE 19884	302-456-8588
Lehman Brothers Trust Company	919 Market Street Suite 506 Wilmington, DE 19801	302-830-4340
Nationwide financial network	300 Continental Dr # 1 Newark, DE 19713-4322	302) 994-4444

Restaurants

Mikimotos	1212 Washington Street Wilmington, DE 19801	302.656.5638
Iron Hill Brewery	710 Justison Street Wilmington, Delaware 19801	302 472.2739
Harry's Seafood Grill	101 South Market Street Wilmington, DE 19801-5201	302) 777-1500
Krazy Kat's Restaurant	528 MONTCHANIN ROAD WILMINGTON, DE 19710	302) 888-4200
Caffe Gelato	90 East Main Street Newark, DE 19711	302) 738-5811
Firebirds Wood Fire Grill	1225 Churchmans Road Newark, DE 19713-2149	302) 366-7577
Stone Ballon	115 East Main Street Newark, DE 19711-7312	302) 266-8111
Capers and Lemons	301 Little Falls Dr, Wilmington, DE	302) 256-0524
Eclipse Bistro	1020 N Union St # B Wilmington, DE 19805-2736	302) 658-1588
Potstickers	1247 Churchmans Road Newark, DE 19713	302) 731-0188
Orillas Tapas and Bar	413N Market Street Wilmington, DE 19801	302) 427-9700
Firestone	110 West St Wilmington, Delaware 19801	302) 658-6626
Tom Foolery's Restaurant and Bar	714 Ash Boulevard Middletown, DE 19709-8871	302) 449-2211

Hotels and Hospitality

Double Tree Hotel-Wilmington	4727 Concord Pike Wilmington, DE 19803	302-478-6000
Sheraton Suite Wilmington	422 Delaware Ave. Wilmington, DE 19801	302-654-8300
Hotel Dupont	11th and Market Wilmington, DE 19801	302-594-3100
Holiday Inn Select	630 Naamans Road Claymont, DE 19703	302-792-2700
Embassy Suites	654 S college Ave. Newark, DE 19713	302-368-8000
Courtyard by Marriot	48 Geoffrey Drive Newark, DE 19713	302-456-3800
Homestead Studio Suites	333 Continental Drive Newark, DE 19713	302-283-0800
Howard Johnson Inn and Suites	1119 S. College Ave, Newark, DE 19713	302-368-8521
Quality Inn	147 N Dupont Highway, New Catle, DE 19720	302-328-6666

Clarion Hotel- The belle	1612 North Dupont Highway New Castle, DE 19720	302) 428-1000
Hilton	100 Continental Drive Newark, DE 19713	302) 454-1500
Fairfield Inn	65 Geoffrey Drive Newark, DE 19713	302) 292-1500
AmericInn	875 Pulaski Hwy. Bear, DE 19701	302) 326-2500
TownPlace Suites	410 Eagle Run Road Newark, DE 19702	302) 369-6212
Homewood Suites	640 South College Avenue Newark, DE 19713	302) 453-9700

Environmental Service Companies

Duffield Associates	5400 Limestone Road Wilmington, DE 19808	302-239-6634
Tetra Tech Inc	240 Continental Drive Suite 200 Newark, DE 19713	302-738-7551
Landmark/JCM	100 W. Commons Boulevard Suite 301 New Castle, DE 19720	302-323-9377
Brightfields Inc	801 Industrial Street Wilmington, DE 19801	302-656-9600
Batta Environmental Association	Delaware Industrial Park 6 Garfield Way Newark, DE 19713	302-737-3376
Gaurdian Environmental Services	1280 Parter road Bear, DE 19701	302-834-1000
Environmental Alliance	1812 Newport Gap Pike Wilmington, DE 19808	302-995-7544
Action Environmental Service	501 Silverside Road suite 114 Wilmington, DE 19809	302-798-3100
Corperation		
Harvard Environmental	760 A Pulaski Hwy, Bear, DE 19701	302) 326-2333
Strategic Diagnostic	128 Sandy Drive Newark, DE 19713	302-456-6789
New Castle County Environmental	187 Old Churchmans Rd # A New Castle, DE 19720-3115	302) 395-5710
Clean Earth of New Castle	94 Pyles Lane New Castle, DE 19720-1420	302) 427-6633
Hardy Environmental Service	425 Old Airport Road, New Castle, DE	302) 328-9457
Capitol Environmental Services	200 Biddle Ave # 205 Newark, DE 19702-3966	302) 652-8999
Moran Environmental Recovery	314 Bay West Blvd New Castle, DE 19720-5195	302) 322-6008

Parks and Recreation

Winterthur	Route 52 Wintherthur, DE 19735	302-888-4600
Brandywine Zoo	1001 N Park Drive, Brandywine Park wilmingon, DE 19807	302-571-7747
DE museum of natural history	4840 Kennett Pike P.O. Box 3937 Wilmington, DE 19807-0937	302-658-9111
Hagley Museum	200 Hagley Creek Road Wilmington, DE 19807	302-658-2400
Wilmington And Western Railroad	2201 Newport Gap Pike wilmingon, DE 19808	302-998-1930
Nemours Mansion and Garden	Route 141 And Alapocas Drive Wilmington, DE 19803	302-651-6912
Old Sweses Historic Site	606 Church Street Wilmington, DE 19801	302-652-5629
Carousel Park and equestrian center	3700 Limestone Road Wilmington, DE 19808-2007	302) 995-7670
Brandywine Creek State Park	47 Adams Dam Rd Wilmington, DE 19803	302) 577-3534
Delaware Park	777 Delaware Park Boulevard Wilmington, DE 19804-4122	302) 994-2521

White Clay Creek State Park	425 Wedgewood Road Newark, DE 19711	302) 368-6900
Lums Pond	1068 Howell School Rd Bear, DE 19701-2324	302) 368-6989
Chambers House Nature Center	PO Box 170 Delaware City, DE 19706-0170	302) 368-6560
Mt. Cuba Center	3120 Barley Mill Road Hockessin, DE 19707	302) 239-4244
Ashland nature Center	3511 Barley Mill Road Hockessin, DE 19707-9393	302) 239-2334

Marketing Communications and webdesign

Aloysius Butler and Clark	819 Washington Street Wilmington, DE 19801	302-655-1552
Trellist inc	117 N. Market Street Wilmington, DE 19801	302-778-1300
Sheeran Direct Marketing	71 Southgate Boulevard New Castle, DE 19720	302-324-0200
Archer Group	233 King Street Wilmington, DE 19801	302-429-9120
The Star Group	135 S. West Street Wilmington, DE 19801	302-434-8700
Barron Marketing Communications	833 Washington Street Wilmington, DE 19801	302-658-1627
Janet Hughes and Associates	Three Mill Road Suite 205 Wilmington, DE 19806	302-656-5252
Creative Communications	8 Commonwealth Avenue Claymont, DE 19703	302-791-0765
Miller Mauro Group	2 Mill Road Suite 103 Wilmington, DE 19806	301-426-6565
Sam Waltz and Associates	110 Ponds Lane Ponds at Greenville Wilmington, DE 19807	302-777-4774
Galanaugh and Company	12 Pheasant Run Drive Wilmington, DE 19810	302-478-8115
Tipton Communications	220 Continental Drive Suite 211 Newark, DE 19713	302-454-7901
Larry Nagengast PR & Comm	602 Ashford Road Wilmington, DE 19803	302-373-5254
Mad House Graphics	2 Bryant Court Newark, DE 19713-1602	302) 368-5640
Superstar Web development	1902 Delaware Avenue Wilmington, DE 19806	302) 384-8930
Elavatid Website design	709 Sixth Street Newark, DE 19711	302) 294-6467
Nuts and Bolts web design	16 Foxton Drive Newark, DE 19702	(302) 533-7631
Caspari and McCormick	4 South Poplar Street Wilmington, DE 19801-5009	302) 421-9080
WH2P	3704 Kennett Pike, Suite 400 Greenville, DE 19807	302) 479-8330

County Departments

New Castle County Government Center * contains the majority of other departments	87 Reads Way New Castle, DE 19720	(302)395-5555
New Castle Department of Community Service	James H. Gilliam Building 77 Read's Way New Castle, DE 19720	302-395-5613
New Castle County Fire Department	401 South Street New Castle, DE 19720-5056	302) 328-2211
New Castle County Court House	500 N King St # 3500 Wilmington, DE 19801-3731	302) 255-0667
New Castle Chamber of Commerce	12 Penn's Way New Castle Corporate Commons New Castle, DE 19720	
New Castle County Emergency Services	3306 Kirkwood Highway Wilmington, DE 19808-6132	302) 995-7689

Police Department	3601 N DuPont Highway (Route 13) New Castle, Delaware 19720	302)573-2800
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Health and Medicine

Westside family Healthcare	300 Water Street suite 200 wilmington, DE 19801	302-656-8292
Reproductive Associates of De	4735 Ogletown Stanton Road, Suite 3217 Newark, DE 19713	302-623-4242
First State Womens care	4745 Ogletown-stanton road suite 106 newark, DE 19713	302-454-9800
Christiana Institute of advanced surgery	537 Stanton-christiana road, Apex medical building suit 102 newark, DE 19713	302-892-9900
Delaware Surgical Group	1815 W 13th stree #6 wilmington, DE 19806	302-652-2600
Brandywine urology consultants	1801 Rockland road suit 300 wilmington, DE 19803	302-652-8990
Christiana Care Health System	4755 Ogletown-Stanton Rd, PO Box 6001 Newark, Delaware 19718	302-733-1000
St Francis hospital	701 N clayton Street wilmington, DE 19805	302-421-4100
Christiana Care Health System- Wilmington	501 W 14th Street Wilmington, DE 19801	302-733-1000
Nemours/A.I Dupont Hospital	1600 Rockland Road P.O Box 269 Wilmington, DE 19803	302-651-4000
Rockford Center	100 Rockford Drive Newark, DE 19713	302-996-5480
Pro Physical Therapy	211 Executive Drive Suite 11 Newark, DE 19702	302-793-1800
Christiana Care Physical Therapy	5311 Limestone Road Stoney Batter Building II Suite 101 Wilmington, DE 19808	302-235-4650
Orthopedic and Sport Physiotherapy	617 W Newport Pike Wilmington, DE 19804	302-683-0782
Blue Cross Blue Shield of DE	800 Delaware Ave # 900 Wilmington, DE 19801-1368	302) 421-8430

Construction/Building Development

Nason Construction	2000 Foulk Road Suite F Wilmington, DE 19810	302-529-2800
DiSabatine Construction	1 South Cleveland Avenue Wilmington, DE 19805	302-652-3838
Mumford and Miller Concrete	1005 Industrial Drive Middletown, DE 19709	302-378-7736
Commonwealth Construction	P.O Box 918 Wilmington, DE 19899	302-654-6611
Brandywine Contractors	34 industrial Boulevard New Castle, DE 19720	302-325-2700
Emory Hill and Company	10 Corporate Circle Suite 100 New Castle, DE 19720	302-322-4400
Corrado Construction	210 Marsh Lane New Castle, DE 19720	302-652-3339
Dave Hall, inc	350 Churchmans Road New Castle, DE 19720	302-322-6000
RC Fabrications	824 Locust Street Wilmington, DE 19801	302-573-8989
SC&A constructions	3411 Silverside Road 202 Hagley Building Wilmington, DE 19810	302-478-6030
Wohlsen Construction Company	18 Boulden Circle Suite 16 New castle, DE 19720	302-324-9900
Cirillo Brothers inc	761 Grantham Lane New Castle, DE 19720-4801	302) 998-8486
Benchmark Builders	102 Willow Oak Blvd Bear, DE 19701-4875	302) 834-2480
Empire Construction	201 Jestan Boulevard New Castle, DE 19720-5214	302) 328-6805
American Building Solutions	197 Possum Park Road Newark, DE 19711-3817	302) 738-3280

Media and Broadcasting

Delmarva Broadcasting Company- WSTW	2727 Shipley Road Wilmington, DE 19810-3210	302) 478-2700
Beasley Broadcasting Group- WJBR	812 Philadelphia Pike # C Wilmington, DE 19809-2371	302) 765-1160
Clear Channel Communications	920 W Basin Rd # 400 New Castle, DE 19720-1013	302) 395-9800
Comcast	915 South Dupont Highway New Castle, DE 19720	302) 838-7132

Newspapers and magazines

Community News	6300 Limestone Rd. Hockessin, DE 19707	302) 239-4644
New Castle Business Ledger	218 East Main Street #109 Newark, DE 19711	(302) 737-0923
Bloomberg News	1201 N Market St # 12 Wilmington, DE 19801-1147	302) 661-7600

Fairfield News	419 New London Road Newark, DE 19711-7009	(302) 731-5001
First State News	560 Peoples Plz # 210 Newark, DE 19702-4798	(302) 838-4232
The News Journal	950 W Basin Rd New Castle, DE 19720-1006	302) 324-2377
Delaware today	3301 Lancaster Pike, Suite 5C Wilmington, DE 19805	302) 656-1809
Newark post	218 E Main St # 109 Newark, DE 19711-7365	(302) 737-0724
Spark	950 W Basin Rd New Castle, DE 19720-1008	302) 324-7727

Law Firms/Attorneys

Richard, Layton And Finger	1 Rodney Square 920 King Street Wilmington, DE 19801	302-651-7700
Young Conawar Stargatt and Taylor	The Brandywine Building 1000 West Street, 17th Floor Wilmington, DE 19801	302-571-6600
Potter Anderson and Corronn	1313 N Market Street P.O Box 951 Wilmington, DE 19801	302-984-6000
Connolly Bove Lodge and Hutz	The Nemours Building 1007 N. Orange Street Wilmington, DE 19899	302-658-9141
Skadden, ARPS, Slate, meagher, and Flom	1 rodney square wilmington, DE 19801	302-651-7000
Grant Eidenhofer	1201 N Market Street Wilmington, DE 19801	302-622-7000
Ashby and Geddes	500 Delaware Ave. 8th floor Wilmington, DE 19801	302-654-1888
MCCarter and English	405 N King Street 8th floor Wilmington, DE 19801	302-984-6300
Elzufon Dennehey Warner Coleman and Goggin	1220 N Market Street PO box 8888 Wilmington, DE 19899	302-552-4300
Doroshow, Pasquale, Krawitz, and Bhaya	1202 Kirkwood Highway Wilmington, DE 19805	302-998-0100
Bayard	222 Delaware Avenue Suite 900 Wilmington, DE 19801	302-655-5000
Fox Rothschild	919 Market Street Suite 1300 Wilmington, DE 19801	302-654-7444
Pepper Hamilton	1313 N Market St # 5100 Wilmington, DE 19801-6111	302) 777-6500
Edwards Angell Palmer & Dodge	919 N Market St # 15 Wilmington, DE 19801-3023	302) 777-7770
Stewart Law Firm	1007 North Orange Street Wilmington, DE 19801	302) 652-5200

Architectural Firms

Tetra Tech Inc	240 Continental Drive Suite 200 Newark, DE 19713	302-738-7551
ABHA Architects	1621 N Lincoln Street Wilmington, DE 19806	302-658-6426
Architectural Alliance	1309 Weale Road Suite 22 Wilmington, DE 19810	302-478-3777
BSA+A Inc	715 Orange Street Wilmington, DE 19801	302-658-9300
Moeckel Carbonell Assoc.	1 avenue of the arts wilmington, DE 19801	302-571-0840
Bernardon Haber Holloway Architects	Three Mill Road Suite 211 Wilmington, DE 19806	302-622-9550
Studio Jaed	2500 Wrangle Hill Road Suite 110 Bear, DE 19701	302-832-1652
Tevebaugh Associates	Two Mill Road Suite 210 Wilmington, DE 19806	302-984-1400
Marjorie Rothberg Arch.	1225 King Street Suite 500 Wilmington, DE 19801	302-655-6595
MGZA	110 Poplar Street Suite 200 Wilmington, DE 19801	302-425-3700
Homsey Architechts	2003 North Scott Street Wilmington, DE 19806-2128	302) 656-4491
Fearn-Clendaniel Architects	6 Larch Ave # 398 Wilmington, DE 19804-2356	302) 998-7615
Montchanin Design group	1907 North Market Street Wilmington, DE 19802-4812	302) 652-3008
Drafting by Design	170 East Main Street Newark, DE 19711-7318	302) 292-8304

Hue Architecture LLC	220 West 9th Street Wilmington, DE 19801-1620	302) 651-0214
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Accounting Firms

Belfint Lyons and Shuman	1011 Centre Road Suite 310 Wilmington, DE 19805	302-225-0600
Gunnip and Company	2751 Centerville Road Suite 300 Wilmington, DE 19808	302-225-5000
BDO	270 Presidential Drive Wilmington, DE 19807	302-656-5500
Master, Sidlow and Assoc.	2002 W 14th Street Wilmington, DE 19806	302-652-3480
Cover and Rossiter	62 Rockford Road Suite 200 Wilmington, DE 19806	302-656-6632
Santora CPA Group	220 Continental Drive Suite 212 Newark, DE 19713	302-737-6200
Barbacane, thornnton and company	3411 Silverside Road 200 Spinger Building Wilmington, DE 19810	302-478-8940
Wheeler, Wolfenden and Dwares	4550 New Linden Hill Road Suite 201 Wilmington, DE 19808	302-254-08240
Cetrulo and Morgan Group	1700 W 14th Stree Wilmington, DE 19806	302-777-7400
Rowland Johnson and Company	2 Read Way Suite 100 New Castle, DE 19720	302-324-0780
Whisman Giordiano and Associates	5201 W Woodmill Dr # 31 Wilmington, DE 19808-4068	302) 992-0129
Ballard Firm	16 West Main Street DE 19702-1530	302) 737-5511
Cornerstone Group	39 Maureen Way Bear, DE 19701-6341	302) 377-7165
McBride Shopa and Company	270 Presidential Drive Wilmington, DE 19807-3353	302) 656-5500
Tansey Ann Taylor and Company	3711 Kennett Pike # 130 Greenville, DE 19807-2156	302) 425-3523

Real Estate

Keller Williams Realty	56 W. Main Street Suite 101 Christiana, DE 19702	302-738-2300
Patterson-Schwartz	3705 Kennett Pike Greenville, DE 19807	302-429-4500
Prudential Fox and Roach	88 Lantana Drive Hockessin, De 19707	302-999-9999
Century 21	260 E. Main Street Newark, DE 19711	302-369-5397
Weichert Realtors	4760 Limestone Road Wilmington, De 19808	302-992-9500
Emory Hill Real estate	10 Corporate Circle Suite 301 New Castle, DE 19720	302-221-7300
Jake Stape Realtor	1601 Concord Pike Wilmington, DE 19803	302-656-6661
Musi Commercial Properties	1301 Walnut Green Road Wilmington, DE 19807-1649	302) 594-1000
Patterson Woods and Associates	3801 Kennett Pike #100 Wilmington, DE 19807	302) 622-3505
Meyer and Meyer	2706 Kirkwood Highway Wilmington, DE 19805	(302) 994-9600
Re/max real estate	Fox Run Shopping Ctr, 122 Fox Hunt Drive Bear, DE 19701	302) 832-6400
Colliers lanard and Axilmund	300 Delaware Ave # 1018 Wilmington, DE 19801-1671	302) 425-4000
Brandywine Realty Trust	Lbby 1, 301 North Walnut Street Wilmington, DE 19801-2913	302) 655-5900
Henry Topel and Company	1700 North Rodney Street Wilmington, DE 19806-3070	302) 656-3384
Hunter Lott Realty	307 A St # C Wilmington, DE 19801-5345	302) 652-2001

The Delaware MET School Admissions Procedure

Applications for Admission

The Delaware MET will advertise the **open application period** from November through December (specific dates to be published annually) of the year preceding enrollment. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline. If oversubscribed at the end of the open application period, **The Delaware MET** will publicize and hold a lottery in public, applying preferences as stated in school's charter and in accordance with state law. Applications received after the open application period will be placed at the end of the waiting list after the lottery has been concluded. If not oversubscribed, **The Delaware MET** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order in which they are received.

All applications received during the open application period shall be accepted for the lottery. 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.

Three groups of students will be afforded preference for admissions to **The Delaware MET**. As previously noted, 'seats available' or 'open positions' for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

When there are more applicants for grade level enrollment than 'seats available,' admissions preferences shall be applied in the following sequence:

1. Children of the school's founders
2. Children of staff members employed by **The Delaware MET** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **The Delaware MET**

Children of the School's Founders

Children, adopted children, and stepchildren shall receive preferential enrollment placement for 'open positions.' Further definition of the school's founders follows in Section (n).

Children of Staff Members

Children, adopted children, and stepchildren of employees of the school (employed by **The Delaware MET** at least 30.0 hours per week) shall receive preferential enrollment placement for 'open positions.'

Children with Siblings Concurrently Enrolled

Siblings of students enrolled at **The Delaware MET** shall have preferential enrollment placement for 'open positions.'

The Delaware MET shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
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.

Plan for Selecting Students

Prior to the first week in October 2012 and each year thereafter, the principal 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.
- Applications received after the open enrollment period will be handled on a first-come, first-served basis.

Lottery

The Delaware MET will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. Applications received after the deadline, but postmarked by the deadline, will also be considered as received by the deadline. Grade levels oversubscribed at the end of the open application period will be subject to a lottery for enrollment selection. **The Delaware MET** 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 Delaware MET** will conditionally 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.

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children of the School’s Founders
2. Children of staff members employed by **The Delaware MET** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **The Delaware MET**

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, an objective community member having no ties to **The Delaware MET**, 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.

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.

Parents of participating applicants will be sent letters of acceptance or non-acceptance following the conclusion of the lottery. Successful applicants will receive directions and deadlines relative to registration and attendance at the Summer Success 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.

Enrollment and Registration

Following acceptance to **The Delaware MET** for admission, enrollment and registration 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

APPLICATION FOR ENROLLMENT 2013 – 2014 SCHOOL YEAR
Please print clearly. Please complete all information.

Work E-mail address:

The Delaware MET
Inspired Learning, One Student at a Time

Please list any siblings concurrently enrolled at The Delaware MET for 2013 – 2014 school year:

Sibling's Name: _____ Current Grade: _____

Sibling's Name: _____ Current Grade: _____

Please list any siblings also applying for The Delaware MET 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 Delaware MET*? 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: _____

Return the completed application 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 and submit 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 Delaware MET 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.

Certification of Intent to Enroll

I, _____, parent or guardian of

(name of student to be enrolled)

will enroll my child at **The Delaware MET** 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 Delaware MET** 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: _____

The Delaware MET Student Code of Conduct: 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 6-12

- 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

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.

The Delaware MET Student Code of Conduct: GRADES 9–12

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, extracurricular 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).

The Delaware MET Student Code of Conduct: GRADES 9–12

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.



SCHOOLS, INNOVATION, INFLUENCE

November 29, 2011

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Lillian Lowry, Ed.D.
Secretary of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901

This letter is to demonstrate our support for The Delaware MET's charter application. We are proud to partner with the board of The Delaware MET as they work to provide a new educational opportunity for the students in Delaware. Big Picture Learning will partner with the board, staff, parents and students of the Delaware MET, to provide an engaging curriculum with real-world, interest-based learning opportunities for students.

Big Picture Learning will support the development of The Delaware MET by providing access to high-quality professional development and materials customized for Big Picture Learning Schools. The Delaware MET students and staff will join a vibrant network of over 70 schools in the United States, and more than 60 schools internationally, implementing the Big Picture design.

Please consider this our letter of support, with a formal Memorandum of Understanding to be completed once the charter application has been approved.

If you require any further information, please do not hesitate to contact me at the phone number and email address below.

Sincerely,

A handwritten signature in black ink that reads "Kari A. Thierer".

Kari Thierer
National Director
School & Network Support
Big Picture Learning
kthierer@bigpicturelearning.org
(401) 243-7523

Big Picture Learning
325 Public Street
Providence, RI 02905
www.bigpicture.org

Big Picture Learning
P.O. Box 420489
San Diego, CA 92142
www.bigpicture.org

Big Picture Netherlands
KPC Groep
www.kpcgroep.nl

Big Picture Education
Australia
www.bigpicture.org.au



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

November 21, 2011

Lillian Lowry, Ed.D.
Secretary of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901

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Dear Dr. Lowery,

I am writing to express my support for The Delaware Met, a proposed Big Picture charter school to be located in Wilmington, Delaware. The YMCA of Delaware values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world – and would be proud to have this school in our community.

The YMCA is interested in creating a partnership with The Delaware MET for developing an innovative approach to physical education that will set students on a pathway to being “Fit for Life.” Pending the charter’s approval in April of 2012, the YMCA will work with the principal and physical education teacher to create synergy between the school’s physical education program and the facilities and programs offered through the YMCA. This will likely include negotiations with the school for staff and students of The Delaware MET to use the YMCA facilities and other programs as part of a standards-based physical education program.

As an educational alternative to traditional public schools, The Delaware MET will create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness. We support his approach to education and look forward to further developing the partnership with The Delaware MET in the coming months.

Sincerely,

Michael Graves, President
YMCA of Delaware

YMCA OF DELAWARE

100 W. 10th Street, Suite 1100, Wilmington, DE 19801
P 302-571-6908 F 302-656-5035 www.ymcade.org



WYRA CREW



November 21, 2011

Lillian Lowry, Ed.D.
Secretary of Education
John G. Townsend Building
401 Federal Street, Suite 2
Dover, DE 19901

Dear Dr. Lowery,

I am writing to express my support for The Delaware Met, a proposed Big Picture charter school to be located in Wilmington, Delaware. The Wilmington Youth Rowing Assn. (WYRA) values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world - and would be proud to have this school in our community.

WYRA is interested in creating a partnership with The Delaware MET for developing an innovative approach to physical education that will set students on a pathway to being "Fit for Life." Pending the charter's approval in April of 2012, WYRA will work with the principal and physical education teacher to create synergy between the school's physical education program and the facilities and programs offered through WYRA and our large well-equipped Boathouse. This will likely include negotiations with the school for staff and students of The Delaware MET to use the facilities and other programs at WYRA as part of a standards-based physical education program.

As an educational alternative to traditional public schools, The Delaware MET will create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness. We support his approach to education and look forward to further developing the partnership with The Delaware MET in the coming months.

Sincerely,

Faith Pizor
Executive Director, WYRA
500 E. Front St.
Wilmington, DE 19801
(302) 777-4533
fpizor@wyra.org
www.wyra.org



**The Latin American
Community Center**

403 N. Van Buren Street
Wilmington, DE 19805
302-655-7338
302-655-7334/fax
www.thelatincenter.org

November 16, 2011

To Whom It May Concern

I am writing to you to express my support for the Delaware Met, a proposed Big Picture charter school. My company values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world - and would be proud to have this school in our community.

The approval of the Delaware Met would create an educational option for students who might otherwise lose interest in school. By focusing on the individual needs and interests of the students, the Delaware Met will increase their chances of education success, and aid them in becoming responsible members of the community.

As a member of the local business community, I believe that a Big Picture Charter School would be an asset to the children, families, businesses and educators of this community. As an educational alternative to traditional public schools, it would create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness.

Big Picture “believes that in order to sustain successful schools where authentic and relevant learning takes place, they must continually innovate techniques and test learning tools to make our schools better and more rigorous.” It is due to this type of thinking that my company offers its full endorsement and encouragement to the approval of this school.

Sincerely,

Maria Matos
Executive Director
mmatos@thelatincenter.org





November 18, 2011

Delaware Chapter

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Edward J. Capodanno

To Whom It May Concern:

We are writing to express my support for the approval of The Delaware MET application. As resident of New Castle County, we believe that The Delaware MET will be an incredible asset to the community and be of great benefit to the children and families for the following reasons:

- The Delaware MET will fill a long-standing need in our community for an alternative to traditional public education at the high school level by providing an option for students who might otherwise lose interest in school; increasing their chances of educational success.
- The fundamental focus at the Delaware MET is on authentic learning; fostering students' individual interests and encouraging their active participation in the learning process.
- Students are taught in the real world through interest-based internships – spending three days a week in the classroom and two days a week in internships.
- Small advisory groups complement the internships through the development of an individualized learning plan that is created with input from the student, parents, advisor and mentor.
- Students who attend the Delaware MET will graduate with a diverse portfolio of work experiences that prepare them to make informed decisions about college and their career.

We support the approval of The Delaware MET to serve students in our community. We value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Edward J. Capodanno
President

Celebrating 30 years of protecting the Merit Shop Construction Industry

31 Blevins Drive, Suite B • New Castle, DE 19720 • 302.328.1111 • f: 302.323.1122 • www.abcdelaware.com



INNOVATIVE SCHOOLS
The Center for School Innovation

To Whom It May Concern

I am writing to you to express my support for the Delaware Met, a proposed Big Picture charter school. My company values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world - and would be proud to have this school in our community.

The approval of the Delaware Met would create an educational option for students who might otherwise lose interest in school. By focusing on the individual needs and interests of the students, the Delaware Met will increase their chances of education success, and aid them in becoming responsible members of the community.

As a local business owner, I believe that a Big Picture Charter School would be an incredible asset to the children, families, businesses and educators of this community. An outstanding educational alternative to traditional public schools, it would create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness.

Big Picture "believes that in order to sustain successful schools where authentic and relevant learning takes place, they must continually innovate techniques and test learning tools to make our schools better and more rigorous." It is due to this type of thinking that my company offers its full endorsement and encouragement to the approval of this school.

Sincerely,

Ann S. Chilton 11-19-11
Signature Date

Ann S. Chilton
Name (print full name)

American Incorporators Ltd.
Company/Business

Email address (optional) Phone number (optional)

American Incorporators LTD®



Ann S. Chilton *Chief Operating Officer*
1220 N. Market Street Suite 808
Wilmington, DE 19801
(302) 421 5752
(800) 421 2661
(302) 421 5753 [fax]
Ann@ailcorp.com [email]
www.ailcorp.com

To Whom It May Concern


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Big Picture "believes that in order to sustain successful schools where authentic and relevant learning takes place, they must continually innovate techniques and test learning tools to make our schools better and more rigorous." It is due to this type of thinking that my company offers its full endorsement and encouragement to the approval of this school.

Sincerely,


Signature _____ Date 11-15-11
William Allen
Name (print full name) _____
AFOF INC.
Company/Business _____
610-822-0000 AOL.com
Email address (optional) _____ Phone number (optional) _____

To Whom It May Concern,

I am writing to express my support for the approval of The Delaware MET application. As resident of New Castle County, I believe that The Delaware MET will be an incredible asset to the community and be of great benefit to the children and families for the following reasons:

- The Delaware MET will fill a long-standing need in our community for an alternative to traditional public education at the high school level.
- The Delaware MET will provide an educational option for students who might otherwise lose interest in school; increasing their chances of educational success.
- The key to achievement at the Delaware MET lies in fostering students' individual interests and encouraging their active participation in the learning process.
- The fundamental focus is on authentic learning. Students are taught in the real world through interest-based internships. Students will spend three days a week in the classroom and two days a week in internships.
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I support the approval of The Delaware MET to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

 11/18/11

Signature Date



Name (print full name)

ADJUNCT - WILMINGTON UNIVERSITY / RETIRED DELAWARE STATE TRADER

Organization/Affiliation

DSAMUEL@NEWCASTLEINSURE.COM

Email address (optional) Phone number (optional)


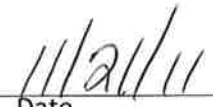
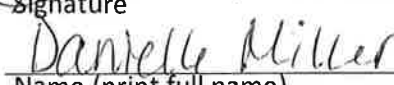
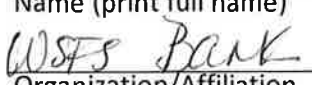
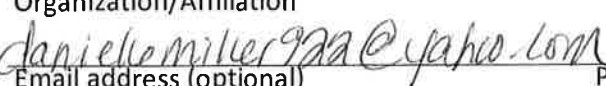
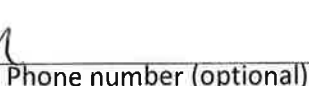
To Whom It May Concern,

I am writing to express my support for the approval of The Delaware MET application. As resident of New Castle County, I believe that The Delaware MET will be an incredible asset to the community and be of great benefit to the children and families for the following reasons:

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Sincerely,

 
Signature Date

Name (print full name)

Organization/Affiliation
 
Email address (optional) Phone number (optional)



To Whom It May Concern

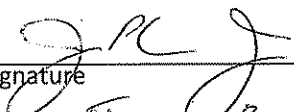
I am writing to you to express my support for the Delaware Met, a proposed Big Picture charter school. My company values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world - and would be proud to have this school in our community.

The approval of the Delaware Met would create an educational option for students who might otherwise lose interest in school. By focusing on the individual needs and interests of the students, the Delaware Met will increase their chances of education success, and aid them in becoming responsible members of the community.

As a local business owner, I believe that a Big Picture Charter School would be an incredible asset to the children, families, businesses and educators of this community. An outstanding educational alternative to traditional public schools, it would create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness.

Big Picture "believes that in order to sustain successful schools where authentic and relevant learning takes place, they must continually innovate techniques and test learning tools to make our schools better and more rigorous." It is due to this type of thinking that my company offers its full endorsement and encouragement to the approval of this school.

Sincerely,

	11. 21. 11
Signature	Date
James P. Curran Jr.	
Name (print full name)	
Curran & Sisk	
Company/Business	
jcurran1324@comcast.net	302.874.1111
Email address (optional)	Phone number (optional)



INNOVATIVE SCHOOLS

The Center for School Innovation

To Whom It May Concern,

I am writing to express my support for the approval of The Delaware MET application. As resident of New Castle County, I believe that The Delaware MET will be an incredible asset to the community and be of great benefit to the children and families for the following reasons:

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I support the approval of The Delaware MET to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Signature	<u>Heather Bailey</u>	Date	<u>11/20/2011</u>
Name (print full name)	<u>Heather Bailey</u>		
Organization/Affiliation	<u>Alina Designs</u>		
Email address (optional)	<u>heatherbaileydesigngroup.com</u>	Phone number (optional)	<u>302.981.1109</u>



CMI Solar Electric, Inc.

Conservation • Moderation • Independence

November 22, 2011

To Whom It May Concern:

I am writing to express our support for the approval of The Delaware MET application. As a local business owner in New Castle County, CMI Solar Electric believes that The Delaware MET will be an incredible asset to the community and be of great benefit to the children and families for the following reasons:

- The Delaware MET will fill a long-standing need in our community for an alternative to traditional public education at the high school level.
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CMI Solar Electric supports the approval of The Delaware MET to serve students in our community. We value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Dale W. Davis
President

To Whom It May Concern

I am writing to you to express my support for the Delaware Met, a proposed Big Picture charter school. My company values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world - and would be proud to have this school in our community.

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Big Picture “believes that in order to sustain successful schools where authentic and relevant learning takes place, they must continually innovate techniques and test learning tools to make our schools better and more rigorous.” It is due to this type of thinking that my company offers its full endorsement and encouragement to the approval of this school.

Sincerely,



Signature

11-17-11

Date

CHRISTOPHER A WALLACE

Name (print full name)

SHARPER IMAGE SALON & BARBERSHOP

Company/Business

CWALLACE302@GMAIL.COM

Email address (optional)

Phone number (optional)

For the Best Barber in the Tri-State



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Salon & Barbershop
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Ask for "Chris"

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Sunday 10-3

Monday 10-4

Tues.-Wed. 10-6

Thur.-Fri. 10-8

Saturday 9-4

(302) 838-2821

(302) 377-2007 Cell

Fox Run Shopping Center
Intersection of Rt. 40 & 72
324 Fox Hunt Drive
Bear, DE 19701



I am writing to express my support for the approval of The Delaware MET application. As resident of New Castle County, I believe that The Delaware MET will be an incredible asset to the community and be of great benefit to the children and families for the following reasons:

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Sincerely,

Date _____

Organization/Affiliation

Phone number (optional)



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I support the approval of The Delaware MET to serve students in our community. I value the school's mission and would be happy to see a school of choice in our community.

Sincerely,

Sean Curran
Signature

11-22-11
Date

Sean Curran
Name (print full name)

World Trade Center Delaware
Organization/Affiliation

scurran@wtcde.com 610-304-7021
Email address (optional) Phone number (optional)

CATERING BY SONIA, INC.
10 ROGERS CIRCLE
NEWARK, DELAWARE 19702
302-598-8318
December 7, 2011

To Whom It May Concern

I am writing to you to express my support for the Delaware Met, a proposed Big Picture charter school. My company values the mission of Big Picture Learning – to lead vital changes in education by generating and sustaining innovative, personalized schools that work in tandem with the real world - and would be proud to have this school in our community.

The approval of the Delaware Met would create an educational option for students who might otherwise lose interest in school. By focusing on the individual needs and interests of the students, the Delaware Met will increase their chances of education success, and aid them in becoming responsible members of the community.

As a member of the local business community, I believe that a Big Picture Charter School would be an asset to the children, families, businesses and educators of this community. As an educational alternative to traditional public schools, it would create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness.

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Sincerely,


Signature

12/7/11
Date

SONIA K. BRODE

Name (print full name)

CATERING BY SONIA, INC.

Company/Business

SKBCHEF@AOL.COM

Email address (optional)

302-598-8318 CELL

Phone number (optional)

To Whom It May Concern,

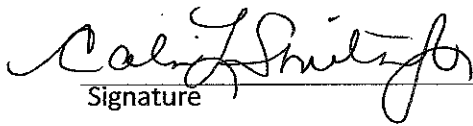
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As President of the Wilmington (DE) Alumni Chapter of Kappa Alpha Psi Fraternity Incorporated, I believe that a Big Picture Charter School would be an incredible asset to the children, families, businesses and educators of this community. An outstanding educational alternative to traditional public schools, it would create a school environment that engages students and focuses on high standards of achievement, personal growth, and social awareness.

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Sincerely,



12/14/2011

Signature

Date

Calvin L. Smith Jr.

Name (print full name)

Kappa Alpha Psi Fraternity Incorporated/Kappa Mainstream Leadership

Company/Business

calvin.smith7@gmail.com

Email address (optional)

Phone number (optional)

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Sincerely,

Signature

Date

Lamont W. Browne, Ed. D

Name (print full name)

EastSide Charter School

Organization/Affiliation

lbrowne@escs.k12.de.us

Email address (optional)

215.221.4718

Phone number (optional)

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Sincerely,


Signature

12/13/11
Date

Janet Brown
Name (print full name)

Delta Sigma Theta Sorority Inc. (Wilmington DE Alumnae Chapter)
Organization/Affiliation

Email address (optional)

(302) 743-9419
Phone number (optional)


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Sincerely,

 12/14/11
Signature Date
RALPH H. BROWN JR.
Name (print full name)
Resident
Organization/Affiliation
RYAN0691 @ MSN.COM 302-894-0161
Email address (optional) Phone number (optional)