



SMITH ACADEMY FOR EXCELLENCE



TO BE LOCATED ON THE SOUTHEAST
SIDE OF FORT WAYNE, IN
Charter School Application
February 6, 2012

Presented to Dr. Ron Manahan, President of Grace College
and the Grace College Board

By the Founders of Smith Academy for Excellence
Fort Wayne, Indiana

Executive Summary

1) Mission and Vision Summary

Smith Academy for Excellence (SAFE) will take advantage of family and community support to administer a strong comprehensive academic curriculum that includes character education and service learning projects, which will develop young men into lifelong leaders.

The school will strategically develop elite scholars of responsibility, dignity, character and service. These young men will be positive leaders of consequence in Fort Wayne's southeast community.

2) Meeting Community Needs

The southeast side of Fort Wayne, specifically the 46806 zip code, is an area of about 26,000 people and is mainly part of the East Allen County Schools district. In this area, 60% of the homes are single parent households (50% mothers, 10% fathers). The racial makeup in the area includes a high percentage of minority households. This includes 76% black and Hispanic households. This does not include a concentration of Burmese and other minorities. Nearly half of the population is under the age of 27 (48%). Only 7% of the population over the age of 24 has a college degree. This is less than half the national average.

In this community, as in many communities around the country, minority males achieve academically at a lower rate than any other demographic.

In order to save money and avoid a takeover by the state, East Allen County Schools closed Harding High School, Village Woods Middle School, and Village Elementary School. These are all schools that were functioning in the area where our school will be located. They are all closed at this time. The majority of our students will come from this area. We plan to take students from all areas who request to attend our school, but our area of concentration will be these students. Presently, the students from the above mentioned schools are all being bused to schools in outlying areas. Some of the bus rides for these students are well over an hour long. This movement was not by the choice of the parents or the students. Some of them have been bused to schools where members of the community have been vocal about not wanting them there.

Community members have used media, community meetings, and other venues to voice their desire to retain their local high school. This demonstrates the demand for a school in the area that will serve its residents. The charter school movement has brought hope and choice to this area. Charter schools currently offer widely varying academic models that appeal to different learning styles and populations. According to the Indiana Charter School Association, the movement is serving "significantly higher percentages of minority, disadvantaged, and underachieving students." SAFE believes that its presence is needed to impact more families in this part of the city, and also to serve the existing underserved population. Although the school will be located on the southeast side of Fort Wayne, it will be open to any male student who resides in Indiana as mandated by IC § 20-24-5. SAFE seeks to improve the community by improving the achievement level of the male students who will be future leaders of this and other communities. Not only will our students reflect their community, but they will be harbingers of positive change that will affect their community and individual families alike. They will be leaders raised up from their community to improve their community.

3) Education Plan/School Design

The goal of SAFE is to educate students without regard to their status as high achiever or at risk student. The educational foundation for SAFE is a basic Liberal Arts Model. By this, we mean the academic course of instruction will provide general knowledge and be comprised of the arts, humanities, natural sciences, and social sciences as opposed to professional and technical subjects. This will give our students at all skill levels their best opportunity to be highly successful at our school and as they move on to higher education.

Math and literacy will be integrated throughout all areas of study. Music and the arts will be a regular part of the curriculum. Our students will learn to think critically, creatively, independently, analytically, logically, and with clarity. They will be highly involved in their own community and learn the importance of contributing to society and working toward the common good. According to research, strong liberal arts educations produce students who are prepared to be lifelong learners and are able to succeed in any profession.

Major strategies to be utilized in administering the curriculum include direct instruction, indirect instruction, teacher-led small group instruction, student-led small group instruction, one-on-one instruction, partner work, project based learning, discovery learning, and service learning. According to research, boys learn and develop differently than girls. Thus, SAFE teachers will consistently use research based strategies that specifically address boys' needs according to brain research and their cognitive development. Teachers will also address all learning styles as they maintain high levels of engagement. SAFE will be the only school in the area that can focus all of its attention on boys and cater only to them as a single gender school.

To assess students' achievement and growth, SAFE will use more than traditional paper and pencil tests. Students will also be evaluated through authentic assessments, where they are asked to apply knowledge and skills as they perform real-world tasks. Such assessments allow the teacher to gain direct evidence of a student's abilities in a situation that affords the student practice and experience.

SAFE students will learn to be leaders of consequence who express themselves creatively and clearly.

4) Meeting Educational Goals

Our school's educational goals center on producing academically successful students of strong character. We will meet our goals through academic rigor, explicit character education, and service learning opportunities. We will partner with families, community organizations, and local colleges to provide these essentials.

Our rigorous academic curriculum will ensure that students graduate well prepared for postsecondary work. This rigor will take place in an inclusionary system. All students' individual needs will be assessed and catered to through differentiated instruction. School, class, and student data will be gathered, analyzed, and used to guide instructional decisions and professional learning regularly.

Character education coupled with quality character modeling will guide students toward showing respect for self and others. This will encourage students to conduct themselves in a constructive manner.

Service learning projects will prepare students to be productive citizens. Together, academic rigor, explicit character education, and service learning opportunities, will provide our students with the tools they need to be well balanced lifelong leaders.

5) Vision for Growth

SAFE plans to open for the 2012-2013 school year with grades six through nine. The school will expand one grade level higher and one grade level lower each year. Thus, for the 2013-2014 school year, the school will serve grades five through ten and so on. SAFE will continue this pattern until it is a kindergarten through grade twelve school.

6) Business Plan Establishment

We will outsource some services, including budget development, to initiate an effective business plan. Other services we will outsource include budget oversight and financial reporting, compliance reporting, human resources, and risk management. The organization(s) to which we outsource will work closely with our Board of Directors and School Leader to manage fiscal and business operations.

The school will use a conservative budget with understated revenues and overstated expenditures to help ensure quality fiscal management. The only revenue in the initial proposed budget is the State Basic Grant. SAFE will be pursuing local, State, and Federal grants, as well as grants from private and public organizations. We will qualify for state vouchers and other initiatives.

7) Leadership and Governance

The SAFE Board will oversee fiscal matters and form policies regarding the school. They will support the School Leader who is responsible for the day-to-day operations of the school. Members of our Board represent a myriad of community organizations and educational entities that can offer quality assistance with our educational goals as well as provide significant support for our business plan. We also have relationships with other community partners and colleges that can provide further support. These relationships provide us with a firm platform from which to build a strong partnership base. Our governing Board strategically includes staff from local organizations that specifically relate to the mission of our school as well as those who are versed in business administration. We will continue to consult with legal, financial, educational, marketing, and community relations professionals as a means to assure this venture is approached and executed with utmost quality and precision.

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Full Narrative:

I. Vision

The Smith Academy for Excellence will be an urban school that strategically develops elite scholars who exhibit responsibility, dignity, character, and an instinct of service that will revolutionize Fort Wayne's southeast community.

The vision of Smith Academy for Excellence (SAFE) stems from the belief that students should be provided with high quality academic and leadership skills that they can draw from as future community leaders. SAFE believes that these skills should be presented holistically in a positive learning environment. As students are provided with quality academic and character education, they will emerge from SAFE well prepared for post secondary education and equipped to be high quality, well rounded citizens who are primed to affect positive change in their community.

A. Mission

The Smith Academy for Excellence will use strong academic, character, and service learning curricula to develop young men into lifelong leaders which will create an opportunity for superior academic growth and holistic long term success. In addition, SAFE is committed to cultivating each child's unique personality by instilling honorable moral principles.

The mission of Smith Academy for Excellence is based on a holistic approach to education. Academic rigor is critical and will be bolstered by character education and service learning as well as college preparation (dual credit courses, college visits, college mentors). SAFE will collaborate with families, community partners, and institutions of higher education as we fulfill our mission.

We will use a rigorous academic curriculum to empower students to reach their scholastic potential. Furthermore, students will be provided with the opportunity to secure college credit while in high school through dual-credit courses. These courses and the rigor of the core curriculum will combine to help give students the tools they need to be lifelong learners.

Administration, faculty, and staff will model the moral principles that we expect students to embrace. Students will also be exposed to positive role models from outside the school. We believe this will foster a school culture that encourages a collective development of character and integrity and perpetuates personal growth. An important means to growth is goals setting. Thus, students will be taught to set high, yet attainable personal goals in the areas of academics, character, and service. Students will see first-hand how to build character and apply moral principals through quality relationships with first-class adults in the building. In addition, SAFE will offer character education for families to help bridge the gap between school and home. Students will be taught to respect self, family, peers, authority, and the community and to take responsibility for serving each of those entities.

SAFE is committed to developing productive citizens that have a sense of civic responsibility. Students will be taught to serve their community as a fundamental. We will teach students to be aware of community needs and to get involved in meeting those needs. Families will also be given the opportunity to work on service projects with their students. As SAFE partners with

stakeholders to provide opportunities for service learning, students will develop skills that they can use to bring about practical improvement in their community.

B. Need for Our School

“When systems are fractured so is the life of the community. Success comes when you engage the community to participate in their own rescue, not by displacing them.” That statement was made by Anne Thompson, president of the Drexel Foundation in Gary, Indiana. It is well understood that when community industries suffer extinction or decline, the local economy will begin to regress as well. Between the years of 1979 and 1986 the steel industry lost approximately 30,000 jobs. During this time, northwest Indiana’s overall manufacturing loss totaled 42.5%, largely in the industries of oil and steel.

On a slightly smaller scale in 1982, Fort Wayne, Indiana (more specifically the city’s southeast side) suffered a very similar blow. The result was both an immediate and delayed downturn in the local economy. On September 27th, 1982, Fort Wayne’s International Harvester plant announced its closing of the local factory. Many workers left immediately the day of the announcement. Approximately 12,000 jobs were lost. A large number of the plant workers were residents of the southeast community and were their households’ bread winners. To make matters worse, little effort was made by city officials to improve or maintain properties of selected area businesses and neighborhoods. At that time, the cycle of absent men in the homes and community began. A significant number of former Harvester workers who decided to keep their families in Fort Wayne found work in Springfield, OH. These men would travel on several charter buses going from Fort Wayne to Springfield at the start of the week and would then return on the weekends. This schedule continued for a long period of time which left the young boys in the neighborhood with minimal adult, male, influences to teach them how to become men.

Though things have been done in more recent years to improve upon the conditions of the southeast side of Fort Wayne, one thing that has not been corrected is the phenomenon of low performing male students coming from this area. One thing we know is common among children from adverse and low SES families is low performance in school. Many things need to be done in order to correct this. The founders of SAFE believe one of the first steps that needs to be taken is developing young men holistically. A major part of this is filling the gap that has been left by many factors which include the lack of; fathers in homes, quality family structure, mentorship, roll models, support systems, and inspiration.

The Smith Academy for Excellence is committed to teaching boys in a way that caters to their specific needs. Physically, boys' brains develop in much different ways than those of girls. The boy's brain developmental process starts from the back (the doing part) and moves to the front (the thinking part). A girl’s brain on the other hand develops more from front to back. Because of this, boys develop motor skills and other physical abilities, before they begin to think about them. Girls however, develop their thinking and language skills first. This fact alone accounts for many of the differences in learning styles shown among the two sexes from birth and on through their schooling. Another difference between boys’ brains and those of girls is that girls’ corpus collasum is approximately 20% larger than that of boys. This makes it easier for the left and right hemispheres of the brain to communicate in girls which is a reason they can multitask and use

oral vocabulary more readily than boys. These physiological differences between boys and girls cause them to grow and learn differently. Due in part to the large number of educators untrained in effectively teaching boys and more specifically African-American and minority boys, there is a substantial achievement gap between minority boys and white boys and girls. Specific teaching methods on educating males must be studied and applied in order for this achievement gap to be narrowed. At SAFE we will have the ability to effectively engage the young men in such a way that we can cater to these needs. We are targeting boys who have not had their needs met in a traditional educational setting.

Currently, there are approximately 26,000 people living in the 46806 zip code. Among the 26,000 populace, just under half of them are between the ages of 0 and 27 (48%). 60% of all households are single parent homes. This more than doubles the national average of the single parent home statistic. 50% of all dwellings in this area have the mother as the single parent, leaving 10% of homes being lead by the father. Due to the well below average presence of married persons and two-parent homes, the families of the young men we will be serving come from non-traditional home environments. The overall education level of adults age 25 and over is very low. Only 7.1% of these individuals have acquired college degrees versus 24.4% of the national population. Stress levels of the public specifically in the southeast side of Fort Wayne are critically high. Contributing factors which have placed this area at such risk (particularly the children) include high numbers of the following issues:

- Households below poverty line
- Adults without a high school diploma
- Households with a single mother
- Unusually high level of concern with regards to community problems
- Family problems
- Lack of basic necessities such as food, housing and jobs

The young men of this studied demographic simply are not performing adequately. This has been an ongoing trend. Not only has this been an issue for many years, but it has not been effectively addressed and continues to get worse. An evidence of this statement is the fact that a large number of students from this region have recently been removed from their home environments and forced to go to schools where they are not welcome.

Paul Harding High School has recently undergone a radical restructure using the “turn around” model. This was done at the end of the 2010-2011 school year by removing 100% of the school’s student body and reassigning them to rural schools for the 2011-2012 semesters. Teachers, students, members of the public, and others in many of these communities have openly made statements about former Harding students not being welcome in their schools. Paul Harding has maintained its “Paul Harding” name but was transformed into a 7th and 8th grade junior high magnet school with plans to add additional grades in coming years. Students who live in close proximity to Paul Harding are being bused to schools in all different parts of the suburbs. Many children in this area are currently riding a school bus for 45-60 minutes to their designated schools. To go along with the closing of this local high school, the district also closed the elementary school that was located in the heart of the 46806 zip code, Village Elementary. Students from this school have been displaced as well. They have been relocated to one of the feeder schools of the previously mentioned rural High Schools.

There are many reasons the organizers of SAFE believe it's necessary to introduce an all boys' school to the southeast side of Fort Wayne. However, there are multiple reasons why all boys' schools have a history of being effective regardless of ethnic background, demographical location, age or socioeconomic status of the students. Here are 10 reasons boys' schools are needed for an educational option according to a speech by Dr. Stephen Johnson:

- Boys learn at their own developmental pace in elementary school.
What does that mean? It means that girls learn to read before boys do, and they tend to achieve better in school, particularly in the early years. In an all-boy environment, boys are able to develop at their own pace. They are not judged in comparison to girls. They do not start off their school life with the sense that they are behind. As a result, they don't lose interest in school or in reading.
- Boys mature later than girls physically and socially.
An all-boys' school gives boys a little longer to grow up socially. It protects them from society's pressure to get involved with girls before they are ready. It saves them spending all their time trying to impress the girls, and lets them focus on their school work and on being boys.
- Boys have boundless physical energy.
Boys tend to engage physically with the world. I call it the stick principle. When you go out walking in the woods with boys, they all immediately pick up a stick. Girls don't do this. But boys like to touch the world, poke at it and explore it physically. It is this male energy that is at the root of most behavior and discipline problems at a young age. Boys are more physical. They have to move. They are more likely to fall or knock things over. In a class with girls, this normal boy behavior stands out. It often seems inappropriate or wrong. In an all-boy environment, we can use and direct that male energy, and help boys learn to manage their bodies and physical strength. Because they have positive outlets for their energy, they focus better in the classroom.
- Boys are essentially disorganized.
This seems to be a male trait that doesn't change with age. Back in the 1800s, Thomas Huxley wrote, "Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early man's training begins, it is probably the last lesson that he learns thoroughly." Just walk down any hallway at the Prep between classes or when school is over and you will see examples of male disorganization! For boys, who tend to live in the moment and do not always think ahead, finding the right books at the right time, keeping lockers organized, and arriving at class with shirts tucked in can be an overwhelming challenge. Unfortunately, boys need organizational skills to succeed at school and in life. In an all-boy setting, we can focus on helping them develop those skills through our tailor-made agendas and a timetable that sets aside structured time for this purpose.
- Boys are creative.
We know that, given the right opportunity, boys love to create. They throw themselves into music, art, drama and creative writing. Most have a strong artistic side. But in a co-ed setting, many boys simply will not pursue these activities. In an all-boy setting, boys are not silent or disengaged. They can explore their creative side without fear, take risks and develop a broader, more inclusive sense of what it means to be male.

- Boys are great leaders.
Boys can handle responsibility from a very young age. Given the chance, they take charge, lead others and accomplish great things. In a co-ed environment, they may not get the same chance to be leaders perhaps because of their male energy or because they are not as organized as the girls or as willing to volunteer. Peer pressure may keep them from becoming leaders. In an all-boy environment, they have no choice. They have to play all the roles. They learn how to lead and how to work as part of a group with other boys. They learn leadership skills they will use the rest of their lives.
- Boys are risk takers.
Boys tend to act first and think later. They often take risks without realizing they are risks. This can be a good thing. We don't want to subdue that male trait. But we do want to direct it and help boys learn the judgment they need to avoid hurting themselves or others.
- Boys make great friends.
What friendship means to boys changes as they grow. Friendship is every boy in class spending his recess looking in the snow for a classmate's lost tooth and then promising to look again the next recess. As boys mature, their friendships become deeper and more supportive. What boys learn about friendship at a young age will enrich the rest of their lives.
- Boys are funny.
Boys use humor to cope, and to relate to one another. And that sense of humor starts very young. Boys make each other laugh, and they make their teachers particularly the male teachers laugh. They are always telling jokes or imitating each other or their teachers. In an all boys setting, humor is everywhere. The more we can encourage that sense of humor, the better equipped they will be to develop relationships with other people and to thrive in the real world.
- Boys need male role models.
Boys need male role models to help them grow and develop. They need men around to show them different ways of being male. At a boys' school, they will have a number of male teachers. Those men will have different strengths. Some will be coaches, some musicians. Some will have a great passion for drama or poetry or science or English, and those men will make a huge difference in the boys' lives. Another thing male teachers and staff model for the boys is how to relate to women and the importance of treating them with utmost respect.

We agree with Anne Thompson's previously stated proclamation. Students no longer need to be displaced but should be replaced back in their own environment to take ownership of the rescue of their community. SAFE believes that allowing these boys to return to their own community and giving them valuable tools will allow them to produce a real change in their area. The concept of SAFE stands out from any other school in the Fort Wayne area. Our school will offer a choice to a neighborhood and region of people who currently have none. The parents of these young men are looking for an alternative and they have none. More importantly, they are looking for answers and we believe the solution is an all boys' school where they are welcomed, stimulated, educated, and influenced by men of integrity and high morals on a daily basis.

C. Academic Goals

i. Academic Achievement

100% of students who enter SAFE will successfully complete a balanced program of study and graduate from high school in four years prepared for post secondary education.

Measurement:

- ISTEP, End of Course Assessments (ECA), SAT, ACT.
- 80% of students who enter SAFE working one grade below their current grade level in language arts or math will reach grade level by the end of one year.
- 80% of students who enter SAFE working more than one grade below their current grade level in language arts or math will reach grade level by the end of two years.
- 90% of students who enter SAFE working below their current grade level in language arts and math will reach grade level by the end of three years.
- Achievement of grade level work will be measured by proficiency on teacher developed assessments in core subjects, and by ECAs, and ISTEP scores.
- 100% of SAFE tenth graders will pass the Algebra and English ECAs before graduation.
- 100% of students graduating from SAFE will be admitted to college prior to graduation. Applying to college is a school requirement for all SAFE students.
- 100% of students will demonstrate annual gains in reading and math.

ii. Academic Inclusion

SAFE will educate students in an inclusive environment where individual needs can be met and all students can make positive academic progress as their strengths work together for the greater good. SAFE will use research-based strategies to individualize education programs and to differentiate instruction.

Measurement:

We will refer to IEPs to determine the average amount of time spent in regular classrooms by students who receive special services. We will also review IEPs and conduct classroom observations to ensure best practices are being used to service those students. ISTEP and ECA data will be disaggregated and the performance of different groups will be compared to each other to ensure comprehensive academic progress.

II. Founding Group and Leadership

Leading the Smith Academy for Excellence initiative is a diverse group of Board members comprised of experienced leaders in the education realm and in other fields. The organizers are Thomas Smith and his two sons, Corey and Cameron. They have lived in Fort Wayne for 29 years and have a combined 47 years of experience as professional educators. Of those 47 years, 41 of them have been spent serving the youth of Fort Wayne and the city's southeast side. Over those years, the Smiths have individually and collectively had a growing passion for serving the young men of Fort Wayne which has resulted in the establishment of this school. Once the charter is approved, Thomas, Corey, and Cameron will continue to work part-time to establish the school. There is no compensation arrangement for this work. Because of their experience with successfully starting charter schools, The Leona Group will also assist with some aspects of the start up.

Thomas Smith, Co-Founder and School Leader: Thomas holds a Bachelor of Science degree in education from DePauw University, and three Master of Arts degrees from Ball state in

Education, Elementary Administration and Supervision, and Secondary Administration and Supervision. He was a teacher for 25 years and an administrator for 19 years. He has taught various grade levels from elementary through adult education. In 1983, he was named as the first minority varsity head football coach in Fort Wayne at Elmhurst High School. He was also the varsity head wrestling coach. Mr. Smith has held leadership roles as a teacher such as Department Chair and Team Leader. As an administrator, Smith helped establish the Alternative Learning Program in Fort Wayne. He was a leader in the Fort Wayne Community Schools district in various ways including leading the High School Reinvent Process, Initiating the Freshman Community, and organizing and leading Curriculum Mapping for district high schools, and serving as the Summit Athletic Conference Commissioner. In his years as a principal, Mr. Smith's schools have all displayed both academic and behavioral growth. Smith led this improvement at each school he was at including a high school of over 2,500 students, with nearly 30 nationalities and over 25 languages. He has shown the ability to provide for the needs of a myriad of minority populations. Thomas has been a presenter for schools and universities as well as for organizations in other fields. These presentations have been given at the local, state, national, and international level including a presentation entitled, "How IB curriculum can support and enhance learning in a diverse public high school," at the International Baccalaureate Head Masters Conference in 2005.

Corey Smith, Co-Founder and Chief Academic Officer:

Corey holds a Bachelor of Science in Elementary Education from Grace College and a Master of Education Administration from Grand Canyon University. He has been a teacher in Fort Wayne for seven years. He was a high school assistant basketball coach for girls for one year and for boys for three years. He has had leadership roles as a teacher including Math Bowl Coach, Quality Improvement Team member, Thinking Skills Coach, and Leadership Team member. Corey piloted the Primary Years Program, International Baccalaureate's elementary program, for his school and led the school through the process of adopting elements of that program. He has also held weekly after school Bible studies for students for the past six years.

Cameron Smith, Co-Founder and Chief Operations Officer:

Cameron holds a Bachelor of Arts in Business Administration with a concentration in Business/Communications from the University of Saint Francis. While there, he received the National Association for Intercollegiate Athletics Champions of Character Award. Smith has served as a teachers' assistant and a substitute teacher. For two years, he was the campus life director at Lakeside Middle school and the Community Outreach Coordinator for Prime Time Community Center. He has worked in retail sales and has also been a college assistant football coach and a sports performance coach. For the past two years, Cameron has been a teacher, administrator, sports coordinator, and support staff supervisor at Timothy L. Johnson Academy, a charter school in Fort Wayne.

III. Educational Program

A. Educational Philosophy

The foundation of our educational program consists of three pillars; Academics, Character, and Service.

We believe that every adult in our building is responsible for every student in our school and their academic success. Every student can and must achieve to his highest level. It is our responsibility to figure out how to make each student achieve at his highest level. We will

personalize the educational experience for every student. We will teach each student in each subject to mastery. We will prepare our students to be successful in a range of post high school endeavors. Students will be prepared to be successful in a college or technical training environment. The goal is 100% college acceptance for our students.

Building character in young men will not happen by accident. Building character must be strategic and intentional. Theodore Roosevelt said “To educate a person in mind and not morals is to educate a menace to society.” Dr. Martin Luther King Junior said “We must remember that intelligence is not enough. Intelligence plus character – that is the goal of true education.” Many of our students are just growing up not being educated to function as men of character. It is vital, in order for them to be a leader and an asset to our society, for them to be men of competence and character.

Service to our community is the first step in leadership in our community. As students learn to serve, the value of our community becomes more apparent to them. The best way for our students to learn to serve the community is for them to engage in the act of service itself. Our students will improve the quality of our community through their acts of service.

B. Academic Standards

SAFE students will meet or exceed state and national academic standards which will help ensure readiness for college. The state and comparable national standards will be used as minimum benchmarks at each grade level for all subjects. The Indiana Academic Standards and Common Core Standards will be used as exit and graduation requirements. Students will be advanced to the next grade if they meet standards and benchmarks in all subject areas or if he is going to receive remedial assistance in the areas where standards and benchmarks were not met. These students will be retested until the standards have been met. Students who are at risk of failing or dropping out of school will be provided with specialized programming. Everyone in the school will have an individualized learning plan. “At risk” students will have one or more of the following elements in their plan:

- Extended day
- Remediation
- Before and/or after school tutoring
- Mentoring

Course credit will be awarded when a student has achieved 70% mastery in a given class. If a student does not achieve 70% or better, he will receive a mark of No Credit (NC) and be remediated until mastery is achieved. Academic credit will only be assigned to academic courses. Co-curricular and extra curricular courses will receive a letter grade but they will not be figured into the GPA for graduation. GPA’s will be figured on a 4.0 scale. Promotion and graduation criteria will be communicated to parents and students at the beginning of each school year via newsletters, in-house communications, and will be permanently posted on the school’s website.

Graduation Requirements

High School students will receive one credit issued per semester of work towards high school graduation. SAFE will generally follow state guidelines for graduation requirements as follows:

- 8 credits in Language arts (Grammar and Literature)
- 8 credits in Mathematics (must include pre-calculus or an advance class)
- 6 credits in Social Studies (US and World History, Government, Geography, Economics)
- 6 credits in Laboratory Science (must include physics)
- 6 credits in world language
- 6 credits in combined health and physical education
- 8 credits in Technology and other subjects
- 30 hours of Service Learning and/or Internship
- Completion of Graduation Portfolio consisting of examples of written work

We will expect each student to complete at least one college application. The fact that graduating SAFE students have met or exceeded state and national standards helps ensure that they are prepared for college.

C. Curriculum

i. Academics

Students will spend the majority of their school time learning in classrooms not exceeding 22 students per room (15 students per room in elementary school and 12 students per room in kindergarten). A myriad of instructional strategies will be utilized. Techniques which address the specific needs of boys will be the norm. Teachers will use best practices and research based strategies when administering the curriculum. SAFE intends to adopt McGraw-Hill textbooks.

Literacy

Students will apply literal and figurative meanings and implications of words in context. They will analyze, synthesize and summarize multiple informational documents in light of the audience and purpose to demonstrate comprehension. Students will also compare and contrast aspects of various genres and describe the contributions of major literary movements.

When writing informational pieces, students will use a variety of strategies to develop topics for different purposes to different audiences including quality research, synthesis of information and well supported conclusions. For literary texts, students will use a variety of planning strategies and write well organized pieces with well developed settings, plots, and characters using quality literary devices. Students will use effective structures, varied word choice and proper spelling, punctuation and grammar.

Students will analyze the language, organization, evidence, and delivery of oral communications. They will also develop and deliver well organized presentations incorporating visual aids, technology and effective nonverbal elements. Students will clarify a speaker or writer's purpose and audience and choose appropriate format for communication. They will also ask relevant questions of speakers.

For detailed alignment of these outcomes with academic standards, see attachment 7.

Four areas of literacy will be seamlessly integrated into the curriculum of the academy. All students, regardless of grade level or subject area, will be taught these literacy skills:

Reading – Subjects: history, math, English, elective, science

- For content (both literal and inferential)
- To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- To research a topic
- To gather information
- To comprehend an argument
- To determine the main idea of a passage
- To understand a concept and construct meaning
- To expand one's experience

Writing - Subjects: history, math, English, elective, science

- To take notes
- To explain one's thinking
- To argue a thesis and support one's thinking
- To compare and contrast
- To write an open response
- To describe an experiment, report one's findings, and report one's conclusion
- To generate a response to what one has read, viewed, or heard
- To convey one's thinking in complete sentences
- To develop an expository essay with a formal structure

Speaking – Subjects: history, math, English, elective, science

- To convey one's thinking in complete sentences
- To interpret a passage orally
- To debate an issue
- To participate in class discussion or a public forum
- To make an oral presentation to one's class, one's peers, one's community
- To present one's portfolio
- To respond to what one has read, viewed, or heard
- To communicate in a manner that allows one to be both heard and understood

Reasoning – Subjects: history, math, English, elective, science

- To create, interpret, and explain a table, chart or graph
- To compute, interpret and explain numbers
- To read, break down, and solve a word problem
- To interpret and present statistics that support an argument or hypothesis
- To identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- To detect the fallacy in an argument or a proof
- To explain the logic of an argument or solution
- To use analogies and/or evidence to support one's thinking
- To explain and/or interpret relationships of space and time

Logic and Rhetoric (Speech)

Students are to connect and interpret basic facts when using formal logic. The principles of quality and effective speech and writing are the basis of formal rhetoric. This incorporates the

ability to persuade effectively through the use of sound logical reasoning. Learning rhetoric helps students grapple with ethics, and underlying causes for actions and the words one uses.

For detailed alignment of these outcomes with academic standards, see attachment 7.

- 6th grade – (logic) – Students will understand different kinds of arguments and the relationships between various statements
- 7th grade – (logic) – Students will debate effectively and write persuasive/argumentative essays
- 8th grade – (rhetoric) – Students will use technology to research and present persuasive material. They will use quality presentation skills including clear articulation and the ability to orally develop a written document. They will also learn to debate appropriately and persuasively as well write persuasive speeches properly.
- 9th grade – (applied rhetoric) – Students will create a thesis and defend it orally. They will demonstrate skills in written and oral rhetoric. They will also broaden their technology aptitude.

Science

In science, students will use physics, chemistry, and biology laws to categorize and interpret the physical world. They will demonstrate skills using tables, data, and formulas. They will also do experiments and perform dissections. They will demonstrate the ability to draw logical conclusions based on observations.

For detailed alignment of these outcomes with academic standards, see attachment 7.

- 6th grade – Students will review lab safety procedures and learn the intricacies of lab equipment, identify science as a method of gathering and organizing knowledge, distinguish between scientific Inquiry and Scientific method, examine the value of an incorrect hypothesis, explore the metric system, explore the world of cells, organisms, solar system, and survival of the species.
- 7th grade – Build on the concept of scientific inquiry, study earth and the processes that change it, analyze the interdependence of life, explore famous scientists such as Louis Pasteur, and how physical and biological systems tend to change until they reach equilibrium.
- 8th grade – Continue the study of scientific inquiry and compare it to scientific method and problem solving, become more of an expert with data analysis, investigate historical contributions, determine the purpose of power, develop a logical argument to support a claim regarding evolution.
- 9th grade – explore introductions of biology, chemistry, ecosystems, cell cycles, and genetics, critique different theories of these concepts, identify research questions and design investigations for a scientific problem, develop a scientific model for a complex situation, apply a concept in other contexts.

Humanities (Social Studies)

In Humanities, students will read through the works of history and literature from the ancient world, the medieval world, the American world, and the modern world as it pertains to their

individual grade. Historical periods will be ordered chronologically. Students will read nonfiction, biographies, historical fiction, and timely pieces from today's news. They will read, write, and speak about each period of time as it relates to their particular grade. Information disseminated in this curriculum will provide students with schema from which to draw for the rest of their lives.

For detailed alignment of these outcomes with academic standards, see attachment 7.

Grades 6-9

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text or source by using their knowledge of text structure, organization, and purpose.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.
- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre as it fits their grade level.
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Math

In Math, students will understand ordered relationships as represented by numbers and mathematical relationships. As they progress, higher level math skills will be developed and mastered. Number sense, computation, geometry, measurement, algebra and functions will be developed as they relate to the grade level. Analysis and prediction will be a major part of each grade's work.

For detailed alignment of these outcomes with academic standards, see attachment 7.

- 6th grade - Students will compare measures, geometric shapes, linear measurement, points and lines, length/weight, perimeter and area. Student will explore variables, analyze data and evaluate information.
- 7th grade – Students will develop number sense and computation, explore geometric shapes, linear measurement, length/weight, circumferences, and estimates.
- 8th grade – Students will continue to develop number sense and computation particularly with proportions, add to their knowledge of geometric shapes and measures, explore 3D objects, sides, and vertex while using angles, lines, and solving for volume.
- 9th grade – Students will further develop number sense in algebraic proportions and dimensional analysis. Linear equations and graphs will be written and solved.

Development of inequalities and graphing using exponents. Functions will be interpreted ending with quadratic equations for the year.

ii. Character Program

The character program has an academic, co-curricular and extra curricular component which includes the use of athletics and clubs. The character curriculum will include the following elements: Social Thinking Skills Program, Character Development and Leadership Program, and Young Men's Empowerment Program.

Social Thinking Skills Background

According to the William Glasser Institute, the 1998 book, *Choice Theory: A New Psychology of Personal Freedom*, is the primary text for all that is taught at that establishment. Choice theory states that all we do is behave, that almost all behavior is chosen, and that we are driven by our genes to satisfy five basic needs: survival, love and belonging, power, freedom, and fun. SAFE will teach social thinking skills from this perspective.

Social thinking is what we do when we interact with people. Whether we are with friends, in a classroom, at the grocery store or sending an email, we think about those we are interacting with. And how we think affects how we behave, which in turn affects how others respond to us, which in turn affects our own emotions.

Over a decade ago, Michelle Garcia Winner, MA, CCC-SLP coined the term Social Thinking® and developed a related treatment approach for individuals with social thinking deficits. Over that decade, the application of Social Thinking has grown beyond the boundaries of diagnoses and countries. Many educators, therapists and parents now use and innovate upon Social Thinking treatment methods in their settings - and the Social Thinking Clinics in San Jose, CA, continue to treat individuals, train educators and therapists and develop new treatment.

Social Thinking Skills Program Overview

Target Population: Elementary and Middle school students at SAFE

Program Objective: The mission of this program is to provide character-building instruction that will enable the participants to be successful in the classroom and productive members of society. Character Building instruction for the charter school has two distinct goals.

Goal I: To provide students with the following social thinking skills:

- How their own social minds work - why they and others react and respond the way they do
- How their behaviors affects those around them
- How behaviors are affecting their own emotions, responses to and relationships with others across different social contexts
- How to recognize the different levels of their own and others' social minds
- How to navigate their behaviors for more rewarding social outcomes, which include considering how others perceive and respond to these behaviors
- How to learn to adapt to the people and situations around them, across contexts, from formal (classroom, workplace, etc.) to casual settings (hanging out, recess, etc.)

Goal II: To provide students with the following choice strategies:

- The only person whose behavior we can control is our own.
- All we can give another person is information.
- All long-lasting psychological problems are relationship problems.
- The problem relationship is always part of our present life. What happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
- We can only satisfy our needs by satisfying the pictures in our Quality World.
- All we do is behave.
- All behavior is Total Behavior and is made up of four components: acting, thinking, feeling and physiology.
- All Total Behavior is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
- All Total Behavior is designated by verbs and named by the part that is most recognizable.

Character Development and Leadership Program

We will use this program for high school students. It was developed by Dr. Joseph M Hoedel.

The weekly elements are as follows:

- Word of the week
- Quote of the week
- Points of Emphasis
- Ethical Monday
- Character Movie Tuesday
- Role Model Wednesday
- Basic Skills/ Guest speaker Thursday
- Assignment Friday

The topics we will cover are; Attitude, Preparation, Perseverance, Respect, Honesty, Integrity, Courage, Appreciation, Self-Control, Empathy, Gratitude, Tolerance, Duty, Loyalty, Responsibility, Compassion, Leadership, and Character.

Young Men's Empowerment Program

This is an all grades program that helps young men see themselves in positive terms. This program will help SAFE students see value in themselves and in others. It is designed to give students vision and direction for their own lives. The program will consist of:

- All School assemblies with guest speakers
- Classroom meetings with guest speakers
- Small group sessions
- One-on-one meetings with mentors
- Opportunities to meet with male (often black male) college students
- Opportunities to meet with successful men (often black men) in the work environment
- Opportunities to meet with men (often black men) in political leadership
- " Dress for success" days
- Father-son programs

- Male retreats
- Male study groups
- Rite-of-passage programs

iii. Service Learning

Service learning and community service initiatives will play an extremely important role in reaching our goal of long-term holistic success for our SAFE students. With SAFE students regularly engaging in community service experiences, they will learn many important life lessons in a positive environment that cannot be taught in the traditional classroom alone. Service projects will be recommended by members of the staff, students and members of the community. By connecting service learning to the classroom instruction, our young men will gain and maintain an increased level of engagement within the classroom. Youth who participate in high-quality community-based service-learning are likely to reap a number of benefits According to the National Service-Learning Clearinghouse:

- Young people gain access to the range of supports and opportunities (or developmental assets) they need to grow up healthy, caring, and responsible. One study of youth civic activism found that these settings had particular strength in cultivating youth and community involvement.
- Increased sense of self-efficacy as young people learn that they can impact real social challenges, problems, and needs.
- Higher academic achievement and interest in furthering their education.
- Enhanced problem-solving skills, ability to work in teams, and planning abilities.
- Enhanced civic engagement attitudes, skills and behaviors. Many leaders in public service today speak about how they were nurtured, inspired, and shaped in early experiences in community service or volunteering.

Service learning also helps to create ties between schools and the community. Establishing and maintaining good rapport with the community is tremendously important to the overall success of a school. By sharing responsibilities of the community with other area organizations, businesses, and institutions, students will develop relationships with people they may not otherwise cross paths with. This will promote further accountability among the students and a sense of responsibility to continue their education. Drop out rates are much higher among minority students. Nationally, less than half of black males graduate in 4 years compared to 75% of white males. Service learning is a great way to combat this problem as stated by the National Service-Learning Clearinghouse, “Reviews of the literature have shown that service-learning is a promising strategy for dropout prevention. Service-learning activities address various components or strategies identified as important to dropout prevention such as engaging teaching and curricula, connections between school and work, adult and student relationships, communication skills, and community engagement.”

Within the realm of service will be internships and other service learning activities. Service projects will be required but not graded. High school students will be required to complete an individual 30 hour project or internship before graduation.

Service learning will not only enhance the quality of education SAFE students will receive, but it will also aid in our ultimate goal of restoring life to the community these students live in.

Therefore, SAFE will indeed be a huge contributor in the effort to revitalize Fort Wayne's southeast side by using service learning and community service projects as a regular part of the curriculum.

iv. Instructional Strategies

teachers will deliver instruction using a variety of instructional strategies. Many of these strategies innately lend themselves to differentiation.

Direct Instruction

Direct instruction involves a teacher explicitly disseminating information. A teacher generally uses this method when lessons are centered on basic skills that are broken into small segments.

This method consists of the following steps:

- Review previous material- this can include a review of prerequisite material and making connections to previously learned material that is pertinent to the new information
- Define new objectives- objectives are stated in student-friendly terms so students know what they are expected to learn
- Present new material- this generally involves but is not limited to lecture so students are explicitly taught the new material the way it is to be understood
- Guided practice- students are given an opportunity to practice while the teacher provides step by step assistance and answers questions
- Independent practice- this allows students to practice on their own while the teacher monitors and corrects misconceptions so students can move toward autonomy
- Review- it is critical for material to be reviewed periodically so students maintain skills and knowledge

Indirect Instruction

Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems.

The teacher's role in indirect instruction is different from that of direct instruction. With indirect instruction, the teacher facilitates the learning but does not lecture or lead the learning. The teacher is there to support students as they are highly involved in a learning environment that has been specifically designed for inquiry and discovery. The teacher may offer feedback as students explore and request assistance from the teacher.

Reflective Discussion

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As students question and recreate information and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate story content to life experiences and to other stories. These questions will elicit personal interpretations and feelings. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Purpose:

- to use questions to stimulate reflection and extend comprehension

- to challenge students' thinking by inviting them to interpret, infer, summarize, form conclusions and evaluate selections
- to extend personal responses by considering the views of others
- to share personal thoughts, feelings and images evoked by literature selections, films, illustrations and experiences

Interactive Instruction

Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students.

Think, Pair, Share

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

Purpose:

- Providing "think time" increases quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
- Think-Pair-Share is easy to use on the spur of the moment.

Cooperative Learning

Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom.

Purpose:

There is an every increasing need for interdependence in all levels of our society. Providing students with the tools to effectively work in a collaborative environment should be a priority. Cooperative Learning is one way of providing students with a well defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals

that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

The five basic elements of cooperative learning are:

- Positive Interdependence
- Face-To-Face Interaction
- Individual Accountability
- Social Skills
- Group Processing

The basic elements of cooperative learning can be considered essential to all interactive methods. Student groups are small, usually consisting of two to six members. Grouping is heterogeneous with respect to student characteristics. Group members share the various roles and are interdependent in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of maintaining group health and harmony, and respecting individual views.

Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members.

Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

Purpose:

Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings.

Brainstorming

Brainstorming is a large or small group activity which encourages children to focus on a topic and contribute to the free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgment. Initially, some students may be reluctant to speak out in a group setting but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness

Teachers should emphasize active listening during these sessions. Students should be encouraged to listen carefully and politely to what their classmates contribute, to tell the speakers or the teacher when they cannot hear others clearly and to think of different suggestions or responses to share.

Purpose:

- to focus students' attention on a particular topic

- to generate a quantity of ideas
- to teach acceptance and respect for individual differences
- to encourage learners to take risks in sharing their ideas and opinions
- to demonstrate to students that their knowledge and their language abilities are valued and accepted
- to introduce the practice of idea collection prior to beginning tasks such as writing or solving problems
- to provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions

D. Technology

It is the intent of SAFE to use modern technological advances to its advantage. A large part of this effort will come from the use of computers in delivering instruction; creating and administering assessments; student research; and communication. The school will make use of a networked computer lab. These computers will be used on a daily basis for things such as word processing, research presentations, projects, and communication. Students will also use computers for SRI testing, Acuity testing, Acuity instructional resources, and online test prep websites. It is SAFE's intent to provide each student with a laptop for daily use as soon as sufficient resources are acquired.

Teachers will use computers for communication with other school staff, parents, students and the community. This will primarily be done via email, and the school's website. Teachers will also use computers to deliver instruction and to display information from the internet for the class. Each classroom will have an LCD projector that will be connected to a t.v. receiver and dvd player as well as their computer.

E. Assessment

Pre-learning, formative assessment, and summative assessments will be a part of each student's regular academic year. As students strive to reach year-end goals on high-stakes tests, they will set benchmark goals for low-stakes assessments along the way.

We will use the Scholastic Reading Inventory (SRI) to do a pre-reading inventory to assess each student's reading level. We will also do a pre-assessment in math and Language arts. The tool for these areas is yet to be determined. Formative assessments will be conducted on an ongoing basis and will include common assessments developed by SAFE staff, and quarterly assessments designed or adopted by SAFE staff. These assessments will be used to inform staff, students and parents of individual student progress on the competencies and learning standards associated with each core academic area. These assessments will be aggregated in different ways to assess the effectiveness of the curriculum. Further formative assessment strategies include the use of quizzes, Acuity tests, Acuity instructional resources, end of chapter tests, quick writes, exit slips, problem solving observation, response journals, and conferences. Assessment data (primarily from Acuity) will be collected and analyzed by classroom teachers who will use that data to inform instruction. School-wide and grade-level data will be collected by the Chief Academic Officer and analyzed by teachers and administration to inform professional development and instruction. Professional development on data analysis and data driven instruction will take place

at in-services before the school year and professional development sessions during the school year.

Summative assessments will be conducted on an annual basis. They will include ISTEP in various content areas, school wide writing assessments, and End of Course Assessments in the high school grades.

If SAFE fails to reach goals and standards as a school, at a grade level or with individual students, corrective steps will be taken. Students' individualized education plans can be adjusted, students can utilize flex days or extended days and teachers can be offered applicable professional development. These options will be decided on collaboratively with teachers and administration as either of those entities recognizes a need. Such actions would be triggered by severely low test scores or a pattern of poor formative assessment scores by individuals or groups of students. Administration will see to it that necessary corrective action is implemented and carried out by teachers.

F. Discipline Program

The organizers of SAFE believe in applying and adhering to a strict discipline policy in order to effectively redirect our students when necessary. We will expect all of our students to abide by the regulations and rules set forth by SAFE. We believe it is the responsibility of every professional educator in the building to create a safe and nurturing environment for all students.

Teachers will be charged with implementing routines and procedures set forth by the School Leader in order to facilitate successful classroom learning. Effective discipline methods will be used by all teachers and staff. In rare cases, when a difficult situation arises within the classroom it may be difficult for a teacher to address the issue in a timely and effective manner. In this situation, an administrator will be utilized to provide support and complete the necessary discipline procedure. When appropriate, parents will be contacted and involved in the disciplinary process. In conjunction with students having various activities/privileges taken away, students may also receive in-school or out-of-school suspensions at the discretion of the administration. Each issue will be address in a case by case manner. However, there will be a consistent series of steps taken upon each infraction made by a student.

Violations of the building rules and policies set forth by the school will generally require the following actions:

- First Offense- Verbal warning
- Second Offense- Phone call home
- Third Offense- Parent conference with school leader
- Fourth Offense- Suspension (in-school or out-of-school)

*Depending on the age of student and severity of offense, in some cases a "time out" room and/or alternative location may be utilized to help facilitate the redirection of the student who has failed to comply with SAFE procedures.

The school's discipline policy will be posted on the school's website. Parents will also be advised of the discipline policy at registration. A code of conduct will be signed at that time. Both parents and students will be expected to indicate their commitment to abide by the policies

set forth by signing a quality behavior contract. Each staff member at SAFE will also participate by their commitment to exhibit exceptional behavior at all times and signing a similar code of conduct contract. In addition to our students and parents signing a contract, we believe it is necessary for our staff members to take ownership of being examples of what it means to be a member of the SAFE community. Our hope is that a sense of oneness will be promoted with our students and families, knowing everyone involved in the SAFE community has signed the same contract and is pursuing the same ultimate goal.

G. Special Student Populations

i. Students with Disabilities

SAFE believes that all students can become proficient in skills that will make them academically successful. Therefore we will seek to find ways to help struggling learners. Students with disabilities will be primarily mainstreamed into regular education classrooms taught by regular education teachers and co-taught and supported by a special education teacher. In the co-taught classroom, all students will have access to the same curriculum. Teachers will use appropriate instructional strategies to provide the support needed. In addition, students with disabilities will be provided with a support class. It will be through this class that students will be expected to continue working and achieving at a high level with appropriate support. The special education teacher along with administration will see to it that all state and federal laws and policies are adhered to regarding the service of special education students including maintaining IEPs, case reviews and the like.

All SAFE students will be considered students with special needs. All students will be tested to identify their strengths and weaknesses, and all students will have an Individual Education Plan. The needs of exceptional learners will be met through traditional and creative means.

ii. English Language learners (ELL)

In the general area of our school's location there is a substantial population of students with limited English proficiency. Therefore we expect to have a population of ELL students. These Students will be supported by a teacher with an ESL certification or pursuing such certification. We will provide ELLs with the support they need while including them in the regular classroom setting. They will receive instruction in English and will be given as much support in their native language as necessary. Their native language will only be used if it is necessary to help them understand a concept. They will then be expected to use that information and apply it to the English language. We will use ELL instruction that focuses on reading, writing, listening, and speaking in English. Since "conversational language" is different than "educational language," we will strategically teach "education vocabulary." This will help our students adapt to what they see in textbooks and hear in classes and will prepare them for high stakes testing. Our goal is to help our ELL students become fluent and comfortable using the English language in all aspects of life, especially in the educational setting.

H. Schedule

i. Daily Schedule

Our school day will run from 8:00 a.m. to 2:45 p.m. We will also have an extended day program that will run to 3:30 p.m. daily. The extended day program will be used to support our core instructional program. Students will gain valuable enrichment and remediation during the extended day. The regular school day will consist of three, one hour classes in the a.m. and three,

one hour classes in the p.m. It will be based on a traditional seven period day but with great flexibility for block scheduling to accommodate thematic units. The school year will consist of 180 school days. Each day consists of six hours of instructional time (that is 360 minutes of instruction per day) which equals 30 hours per week (that is 1,800 minutes per week) and 1,080 instructional hours per year.

ii. 2012-2013 Calendar Overview

As long as necessary finances are in place, we will hold 5 additional days of in-services for teachers (the first school year only) from July 30th to August 2nd for which they will be paid at a daily rate.

August 6-10: Teacher professional development and work days

August 13: First student day

September 3: Labor Day (no school)

October 1: Teacher professional development day

October 19: Fall break (no school)

October 31-November 1: Parent/Teacher Conferences (regular school days, conferences in the evenings)

November 2: Release day (no school)

November 22-23 Thanksgiving break

December 3: Teacher professional development day

December 24-January 4: Christmas Vacation

January 21: Martin Luther King Jr. Day (no school)

January 30-31: Parent/Teacher Conferences (regular school days, conferences in the evenings)

February 1: Release day (no school)

February 18: Teacher professional development day

March 29: Good Friday (no school)

April 1-5: Spring Break (no school)

April 15: Teacher professional development day

May 10: Built-in snow day (no school unless previous cancelation necessitates a make-up day)

May 27: Memorial Day (no school)

May 30: Last School Day

If make-up days are necessary due to cancelations during the school year, additional days will be added starting May 31.

IV. Organizational Viability

A. Enrollment

i. Demand

The establishment of Smith Academy for Excellence follows the closing of the local high school in the target area as well as recent downsizing of elementary and middle schools in the area.

Students and parents have used the media, community meetings, and other venues to voice their desire to retain their local high school. Thus there is a demand for a school in the local community that will serve its residents. It is SAFE's intent to open in August of 2012 and serve students in grades six through nine. We will then expand one grade level higher and one grade level lower each year until we are a kindergarten through twelfth grade school.

ii. Recruitment

The organizing group of SAFE has identified a network of organizations and individuals who are likely to assist us with recruiting families of young men in a very personal manner. Flyers and brochures will be sent out to homes in various neighborhoods located in the 46806 zip code as well as surrounding sub divisions. This will all occur upon confirmation of the proposed charter being granted. SAFE's many relationships with area organizations, institutions, churches, businesses and neighborhood associations will be utilized in order to ensure all families have an opportunity to select the school as an option for their child. The mission and vision of SAFE will be clearly and effectively communicated to the public via personal appearances by the organizers at area churches. We will capitalize on every opportunity presented to us to share about SAFE at the many area churches which have a strong impact on the local community. Print media will also be utilized in connection with personal appearances within the community. Ads will be strategically placed in the two most recognized publications among the black community in Fort Wayne, Frost Illustrated and Ink Newspaper. To make the overall community of Fort Wayne aware of our presence in the city, we will also place ads in the two major newspapers that reach out across Fort Wayne and its surrounding areas, The Journal Gazette and News-Sentinel. We will also utilize relationships with radio personalities to take advantage of publicity over the airwaves. A press release will be submitted to all media entities for immediate dispersion among the region. We are expecting our school to be heavily populated with African-American students. However, we do anticipate receiving interest in our school among the Hispanic community as well. We are prepared to make advertising materials available in Spanish as well as placing ads in select Spanish publications.

We will use the World Wide Web as a major form of marketing. Internet advertising and social networking sites have proven to be a highly effective form of brand awareness. An interactive and comprehensive website will be developed immediately following approval of our charter. SAFE has web designers and computer graphic specialist on hand to formulate any type of customized internet needs we may have. Our website will contain a detailed wealth of information in regard to not only our school but also links to community partners' websites (including our authorizer), educational materials, and information about charter schools. There will also be links directing visitors to our various social networking pages to promote further education about the school and create additional awareness of our services.

Once the enrollment initiative is in place we will not only have SAFE staff and leadership involved with the process but also community volunteers available to assist parents with paperwork.

iii. Admission Policy and Criteria

Smith Academy for Excellence will operate as a single gender boys' school under P.L. 1-2005, SEC.8, amended by P.L.91-2011, SEC14. The school will be open to any male student who resides in Indiana per IC § 20-24-5. Such students must submit a completed application for enrollment within the allotted timeframe. The SAFE Board of Directors and School Leader will begin accepting applications for admission to the school tentatively in February 2012 (pending granted charter). If the number of applications for a program, class, grade level, or the building exceeds the capacity of the program, class, grade level, or the building, each student who has submitted an application for enrollment in a timely manner will be given an equal chance of admission. This will be achieved by holding a random drawing in a public meeting to determine which students will be admitted. Smith Academy for Excellence reserves the right to limit new

admissions to ensure that a student who attends the school during a school year may continue to attend the school in subsequent years and to allow the siblings of a student who attends the school to attend the school per IC § 20-24-5-5. Smith Academy for Excellence admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, and athletic and other school-administered programs. The preceding policies comply with IC § 20-24-5.

B. Human Resources

Smith Academy for Excellence will be led by an administrative team consisting of a School Leader, a Chief Academic Officer, and a Chief Operations Officer. Together, these administrators will ensure that the school operates productively and efficiently.

i. School Leader

The School Leader will oversee and manage organizational, fiscal, and employment matters. He will establish a school culture of success supported by a climate that is conducive to high achievement. The school leader's general responsibilities are:

- Managing the organization
- Managing day-to-day school operations
- Supervising instruction
- Leading by modeling expected dispositions and behaviors
- Communicating with media, Board, and all stakeholders

Some of the School Leader's duties will be performed daily, weekly, monthly, yearly, or will be ongoing. SAFE's School Leader will perform the following specific tasks:

- Manage all human, fiscal, and material resources
- Execute the hiring and evaluation process for all personnel
- Monitor the school's progress toward fulfilling the mission and reaching school goals
- Be accountable to the Board and lead all Board meetings
- Establish administrative procedures that encourage efficiency and success for all
- Monitor student discipline and overall student behavior
- Communicate the mission to all stakeholders
- Maintain working relationships with media, community leaders, clergy, other educators, business partners, volunteers, institutions of higher education, funders, community partners, and the school's authorizer
- Offer professional development based on staff and student needs
- Monitor appropriate collection and use of data
- Establish a school climate and culture that encourages success
- Supervise and report on compliance with charter school regulations
- Provide appropriate support for students and staff to be successful
- Monitor all business transactions

ii. Chief Academic Officer

The Chief Academic Officer is responsible for ensuring instruction is informed by appropriate data and administered through relevant curriculum. This administrator will see to it that the curriculum is aligned with state and national standards. He will also compile, analyze,

synthesize, and distribute assessment data. This administrator will have a key role in planning professional learning based on the data. He will also serve directly under the School Leader and manage the school if the school leader is out of the building. Specifically, the Chief Academic Officer will be expected to:

- Use relevant assessment data to develop instructional programming
- Apply gender specific brain research to curricular decisions
- Align curriculum with state and national learning standards
- Offer curriculum support for teachers
- Provide teachers with instructional strategies that align with scientifically based reading research (SBRR)
- Provide teachers with instructional strategies that align with gender specific brain research
- Align instructional programs and strategies with the school's mission
- Work with the School Leader in the ongoing process of development, evaluation, modification, and implementation of curriculum and instructional programming
- Support the school leader in the personnel hiring and evaluation process
- Collaborate with the school leader on developing and implementing the professional development plan
- Facilitate evaluation activities and prepare evaluation reports and presentations
- Compile, disaggregate, analyze, synthesize, and disseminate data and findings for use by teachers, the school leader, and the Board
- Perform other job-related duties as they are assigned

iii. Chief Operations Officer

The Chief Operations Officer will have the duty of assisting the School Leader with day-to-day operations of the school including discipline, the physical plant, and transportation. He will also work closely with the community. He will be responsible to do the following:

- Establish school discipline procedures
- Administer student disciplinary action when necessary
- Manage student attendance
- Coordinate and oversee after school extracurricular activities
- Oversee and order maintenance for the physical plant
- Establish emergency procedures and schedule and oversee emergency drills
- Manage transportation
- Manage food services
- Acquire community partnerships
- Secure private and corporate financial support
- Assist in recruitment and enrollment
- Perform other job-related duties as they are assigned

iv. Teachers

For the 2012-2013 school year, SAFE expects to hire 10 full-time teachers. Teachers will report to the school leader. They will be responsible for effectively administering the academic curriculum as well as modeling community service and the character qualities that the students are expected to exhibit. Teachers' specific tasks will include:

- Effectively implementing the curriculum

- Managing classroom behavior
- Making instructional decisions based on data
- Collaboratively integrating curriculum
- Maintaining student achievement data
- Regularly communicating with parents

v. Office Manager

The office manager will be responsible for maintaining smooth day-to-day operations in the school office. This position will require proficiency in the areas of communication, technology, scheduling, basic math, time management, writing, confidentiality and organization. Specifically, the office manager will:

- Prepare written communications to teachers and parents
- Answer/screen phone calls
- Welcome and assist visitors
- Schedule meetings and events for administrators
- Maintain a comprehensive school calendar
- Respond to inquiries and requests
- Monitor school budget and funds
- Make purchases and receive inventory
- Collect money for fees, fund raisers, etc.
- Create documents requested by administration
- Take Board meeting minutes
- Issue and track building keys
- Track student and staff attendance
- Distribute mail
- Order instructional supplies
- When necessary, secure substitute teachers
- Register and withdraw students
- Assist students who come to the office with health problems
- Take minutes at Board meetings
- Perform other job-related duties as they are assigned

Projected staff for the 2012-2013 school year:

Teachers:

- 2 full-time English teachers
- 2 full-time Math teachers
- 2 full-time Science teachers
- 1 full-time Social Studies teacher
- 1 full-time Spanish teacher
- 1 full-time Special Education teacher
- 1 half-time Physical Education/Health teacher
- 1 half-time Music teacher
- 1 half-time Art teacher

Others:

- 1 School Leader

1 Chief Academic Officer
1 Chief Operations Officer
1 Office Manager

vi. Personnel Selection and Retention

SAFE will recruit teachers and staff to best suit the unique needs of the school and its students. The School Leader will use a substantial network of professional colleagues and contacts to engage potential personnel. Recruited teachers and staff will go through an interviewing process along with any other applicants. The hiring process will include the following:

- Application submission
- Interview
- Notification of hire or rejection

A team interview process will be used to hire faculty and staff with the final selection being made by the School Leader, and Curriculum Director and approved by the school's Board. Teachers in the core academic subjects will hold a valid Indiana teaching license or be in the process of obtaining one under an Indiana Transition to Teaching program. All classified staff providing services for which a license or certification is required will have such license or certification as required by Indiana State Law. Safe will pursue teachers and staff with experience serving urban adolescents. These faculty and staff members will share in the belief that all SAFE students can achieve at high levels and will be willing to do whatever it takes for our students to be successful. Our teachers should use innovative teaching methods, be self reflective to improve instructional methods, be willing to work and plan collaboratively, and have a personal commitment to life long learning.

Once faculty and staff members are hired, each will be subject to an evaluation/professional growth process. This process will include yearly formal evaluations and frequent informal observations. Informal observations can lead to formal observations at the discretion of administration or at the request of the employee. These formal observations will be used, not to evaluate overall performance, but to assess areas of needed growth for the individual. Areas of improvement will be determined and the administrator will provide support and necessary resources for the faculty or staff member to use to make the needed improvements. After a period of time, the administrator will conduct another formal observation to determine if further action is necessary. Further actions can include but are not limited to providing more support and resources, offering pertinent professional development, extra collaboration time with other teachers, or providing a mentor teacher. This formative assessment tool is purposed to identify weaknesses and provide employees with tools to improve before the summative observation takes place. Yearly observations can be used to make employment decisions. Teachers will be informed about the elements that will be assessed during their yearly summative evaluation. Each teacher will be given advanced notice of when their evaluation will take place. They will then have a follow-up meeting with administration to review their results. At that meeting, they will be informed if there are any concerns that put them in jeopardy of corrective or punitive action. Any such warning will not be a surprise, however because of the opportunities they would have had to improve throughout the school year through the feedback and support given with the informal observations. Any information or documentation gathered throughout the school year can be used to make employment decisions. However, it is SAFE's goal to maintain all teachers and to help them perpetually grow. Thus, substantial measures will be taken to

improve teachers' skills, dispositions, and behaviors long before any negative action is necessary. If for any reason, however, a faculty or staff member leaves the school, the vacancy will be made public and the same hiring process used in the school's inaugural year will be conducted as described above.

vii. Compensation and Benefits

Teachers will be contracted for 189 days. Nine of those days will be designated as professional development days or teacher work days. Teachers will be given 13 weeks of release time including summer vacation and holidays during the school year. Five paid sick days will be granted to certified staff each year as well as two paid personal days. Unused sick days will carry over to the next year.

Personnel will receive salaries and benefits that are competitive with those of other area charter schools. Available benefits to full time employees and their families will include health plan, dental plan, vision plan, short-term disability plan, long-term disability plan, life insurance plan, and flex benefit plan. Salaries and benefits will be administered by the organization to which we outsource that service.

viii. Professional Development

Teachers at SAFE will be expected to demonstrate quality skills and use effective techniques. In order to encourage and develop these abilities, professional development will be a critical component in our school. Before the school year starts in 2012-2013, the staff will participate in an extensive training program that will focus on teaching methods and curriculum refining. The topics will include brain research (how the adolescent learns), cultural and community sensitivity, "Powerful Instructional Methods," design and use of alternative assessments, collaboration and collaborative planning, and use of data to inform instruction. We will also reserve time to review individual student data and to do extensive lesson planning. Throughout the year, staff will participate in weekly staff development. Some of the topics for these sessions will be determined based on informal observations, teacher feedback, and student needs.

Predetermined topics to be covered for professional development during the school year include but are not limited to the following:

- The First Days of School
- Procedures vs. Discipline
- Standard-Based Lesson Plans
- Learning Styles
- Cooperative and Team Learning
- "Plan, Do, Check, Act"
- Motivating the Unmotivated
- Curriculum Mapping
- SAFE Achievement Statistics

We will also have 1 day per quarter for full day staff development. Some of the preceding topics may be addressed on those days as well. Effectiveness of the professional development program will be evaluated through student data and teacher feedback. Adjustments will be made accordingly.

Staff will be evaluated through the use of frequent informal observation. There will be an annual formal evaluation for all staff through the use of an evaluation rubric. Staff in need of support will receive help immediately from school administrators.

C. Governance and Management

Smith Academy for Excellence is awaiting federal 501(c)(3) designation.

SAFE's Board will be charged with overseeing and managing SAFE's business and affairs. The Board is responsible for advocating for the school's mission and monitoring the school's progress toward that mission and its overall purpose. SAFE's Board is responsible for matters of school policy. The Board will see to it that SAFE adheres to all laws that apply to the school including Public Access Laws as described within IC § 5-14. Board members will agree that their role does not include day-to-day school management and that such matters will be entrusted to the School Leader. Members of SAFE's Board commit to:

- Establish and maintain governing policies and procedures
- Conduct business and organizational planning and resource management for long-term success
- Monitor school services and programming for alignment with the school's goals and mission
- Endorse SAFE within the community and act in the school's best interest
- Offer honest and transparent criticism of the organization for the purpose of growth and development
- Support and evaluate the School Leader

The following grievance procedures will be in place in the event that a parent or student objects to a Board policy or decision, or an administrative procedure or practice.

Statement of General Principles

- Complaints must be fully described by the person with the grievance
- Proceedings should be conducted honestly, fairly and without bias
- Proceedings should not be unduly delayed.

Procedures

The following is a three level process:

1. The person with the grievance attempts to resolve the complaint as close to the source as possible.

This level is quite informal and verbal.

If the matter is not resolved...

2. The person with the grievance notifies the School Leader (in writing or otherwise) as to the substance of the grievance and states the remedy sought.

Discussion should be held between the person with the grievance and the School Leader and any other relevant party.

This level will usually be informal, but either party may request written statements and

agreements.

If the matter is not resolved...

3. The School Leader must refer the matter to the Board.

A grievance taken to this level must be in writing from the person with the grievance.

The School Leader will forward to the Board any additional information thought relevant.

The Board will provide a written response to the person with the grievance.

The Board also communicates with any other parties involved or deemed relevant.

i. Philosophy of Governance

Board members will attend all regularly scheduled meetings as often as possible and review prepared materials as related to each agenda. The Board will set goals for the school and establish policies to give direction to its administration. The Board will maintain confidentiality as it pertains to all discussion conducted in executive session and any other privileged information. All Board members will abide by Board decisions, regardless of individual opinion. Board members will be generally familiar with Indiana state educational laws. The Board will cooperate with legal council when given constructive criticism to protect the organization from liability. The Board will give the School Leader authority commensurate with their responsibility to properly manage and operate the school according to its organizational policies and support all school officials in the performance of their duties. The Board will refer complaints, requests and concerns to the School Leader or other appropriate staff members.

The Board will use the chain of command to avoid conflict with the Board, administration and school staff. The Board will provide advice and council to the School Leader as well as listen to his recommendations before making decisions. Board members are responsible to see that the school is well run but not to run the school. The Board will take advantage of any support it can get from community partnerships and stakeholder groups.

Board members will state their opinions responsibly and respect the opinions and rights of others without making disparaging remarks internally or externally. The pursuit of facts will be seen vital before reaching conclusions. We will support the employment of the most highly qualified staff. The Board will encourage community participation and involvement, make every attempt to recognize conflicts of interest and take a personal interest in educational issues. The Board will assist in orienting new members to insure a positive, consistent operation of our Board.

ii. Board Members

The Founding Board members of SAFE were chosen for their particular expertise, and experience in board membership and matters of education and business administration. They also demonstrate quality character and interest in serving students. The Founding Board is intended to automatically transition into the Board of Directors upon receiving a granted charter. When necessary, new Board members will be admitted through a Board vote at which time the new Board member will undergo the same training other Board members went through.

Dr. Hans N. Sheridan is a career educator. He began as a teacher of business education and accounting. He was an instructor of School Administration and Law courses at Ball State University. He was a school administrator in Muncie Community Schools and Fort Wayne

Community Schools. In Fort Wayne Community Schools' central office, he was the Director of Student Services and Assistant to the Superintendent in the development of Magnet Schools. He was the principal of Wayne High School. In business he was the Vice President of software development company KBSI, Inc in Texas, Director of Human Resources for the City of Fort Wayne, and the CEO of the Scottish Rite Center in Fort Wayne, Indiana.

Dr. Donald F. Williams currently serves as Senior Associate Pastor of First Assembly of God Christian Center in Fort Wayne, IN. He has served in this capacity for 18 years. In addition to his pastoral ministry, he has served as an adjunct instructor with Taylor University, Southwestern Assemblies of God University, and Sofia Pentecostal Bible College in Sofia, Bulgaria. He is on the board of directors of the Sofia Pentecostal Bible College in Sofia, Bulgaria, and International House, a Fort Wayne based organization that provides resettlement support to refugees in the Fort Wayne area. Don also served as the Associate Editor of the Greek-English Dictionary for a sixteen volume bible study reference system entitled, *The Complete Biblical Library*. He has authored over 50 Greek word study articles related to New Testament studies, and has produced a series of video-based small group studies for churches called, Group in a Box.

Remound W. Wright II is currently President, Strategic Growth and Acquisitions Division at Gregory Holdings dba Blue Water Mortgage. He holds an M.B.A. and has had extensive experience in the business sector. Remound was a Senior Auditor with increasing responsibility in the automotive, healthcare, retail and not-for-profit business segments. He then, had a series of financial positions of increasing responsibility within the Westinghouse Electric Company including several rotational assignments in Westinghouse's Corporate Audit Staff, Senior - Financial Analyst, and Senior Planner Financial and Strategic Planning. Wright served as Director, Business Development and Strategic Planning for Phelps Dodge Magnet Wire Company, Inc., Fort Wayne, Indiana. Reporting directly to the President, he had responsibility for coordinating the development of new business development plans and strategic plans. Remound has also been Director, Financial Planning and Analysis for North American Van Lines where his primary role was development of annual financial and three-year strategic plans. Latter, he accepted the role of the inaugural Director, Center for Entrepreneurial Excellence (CEE) at the Northeast Indiana Innovation Center. Wright has served from 2003 to the present as an associate faculty member in the Entrepreneurship program at Richard T. Doermer School of Business and Management Sciences, Indiana University-Purdue University, Fort Wayne.

Patricia Edwards currently serves as a Communications Instructor at Ivy Tech State College. She is also on the Communication and Conference Leadership faculty at Indiana University-Purdue University, Fort Wayne. Patricia is a Medical Speech Writer for Novartis Pharmaceuticals at the present time as well. At the University of Saint Francis, Patricia was Assistant Professor of Communications, Director of Study Abroad Program, and Faculty Advisor of Public Relations Society. She has also served as Community Relations Manager and Speaker's Bureau Director for Park Center as well as Easter Seals' Communication and Media Director.

Dr. Roger W. Ringenberg has served in numerous teaching and pastoral roles. He has taught classes for the Weber School at Grace College; Taylor University, Upland; Taylor University, Fort Wayne; Fort Wayne Bible College/Summit Christian College; and Jamaica Theological

Seminary. His teaching experience at these institutions includes a myriad of Biblical Literature classes, Religious Studies classes, and Philosophical Studies classes. Dr. Ringenberg has been a youth pastor, assistant pastor, interim preaching pastor, and head pastor at various churches. He has written for publications, sat on multiple discussion panels and given a great number of presentations on a variety of subjects such as spiritual leadership, the Old Testament, world religions, and cross-culture communication.

iii. Board Development

Our Board is comprised of a group of like minded professionals who want to impact a community for good. They have a strong belief in the mission of SAFE. They are a group that will work together to accomplish SAFE's mission. To that end some development is necessary. They will receive training in how to read budget status reports, best practices in financial operations, following pertinent accounting procedures, what to expect from an independent auditor, and personnel management. These services will be provided by a specialty organization.

iv. Accountability Reporting

The data from our summative assessments required by the State Board of Education will be shared with our Authorizer as soon as they are available to us. However, we will use a tool from the Northwest Evaluation Association (NWEA) called the Measure of Academic Progress to more quickly and accurately measure student improvement. This test will be given at the beginning and the end of each year. Test results may be accessed immediately and other useful reports may be accessed to report student performance. Student performance and improvement will be reported to our Authorizer to measure our school's success. There will also be a monthly report at the Board of Directors meeting. This report will include all financial, operational, and academic data pertinent to the present month's operation.

D. Budget and Financial Plans

The Board of Directors will be responsible for the financial management of the school. The initial budget was prepared by The Leona Group. This organization has experience preparing and overseeing numerous charter school budgets including other schools in Indiana and one in Fort Wayne. This organization will continue to work closely with the School Leader and Board to develop the budget from year to year. The Board will approve the budget and any changes that need to be made to it. The School Leader will be responsible for keeping the school on target with the budget. He will monitor expenditures on day-to-day operations to ensure that the school is staying within the budget. He will report the school's financial status to the Board regularly. The Board will also make recommendations on the financial issues regarding items such as funds, accounts, grants, proposed projects, endowments, insurance, audits, investments, fundraising, and assets. SAFE will obtain all mandatory annual state audits as well as audits from and independent auditor to help maintain a fiscally sound organization.

We will acquire special assistance from a specialty organization with regards to our fiscal systems. This organization will manage our accounting, budgeting, purchasing, long-range planning, and state and federal reporting. However, our Board will make critical decisions when necessary. The specialty organization will also provide our Board with proposed and revised budgets, monthly status reports, coordination with an independent auditor, recommendations and

advice on best-practice financial operations, and information on how to follow pertinent accounting procedures.

E. Facilities

SAFE has identified possible properties to build on. The main school building will be comprised of 16 classrooms, office space, 6 restrooms, a conference room, and storage space. This learning space will be approximately 17,500 square feet. We will also be building a gymnasium with locker rooms, restrooms, and more storage space. SAFE expects to attain financing for land acquisition and construction through an education service provider. Funding will be augmented by grants and private donors. Safe administration will see to it that the building complies with state and local health and safety requirements as described in IC § 20-26-7, 20-24.

Our builder expects to be able to have our building ready for our first year of school. However, if our new building is not going to be ready for us to use in the fall of 2012, we have contingency plans. One plan involves a site in the general area of our building site. This site currently has a building that is unused but prepared to house a school. Authorities at this site have shown great interest in housing our school. Another contingency plan is to open at a vacant building that is also in the general area of our building site. We have also had discussions with authorities at this site about being housed in their building and they are very interested.

F. Transportation

The Smith Academy for Excellence will be strategically located in such an area that will naturally be demographically convenient to every student we are targeting with regards to transportation. We realize there are many kids who will have the ability to walk to school, ride a bike, etc. However, we also recognize the need for transportation may be present among the majority of the families we will service.

SAFE will be utilizing a more cost effective approach as an alternative to the traditional “bus route” system. This will be done because of the fact there are currently no financial provisions offered from charter legislation. Students of our school who need transportation services will have the option of being picked up in one of the (multiple) locals designated throughout the 46806 zip code. Our drivers will have a set number of locations they will drive to in order for kids to get on the bus. Buses will arrive and depart at the different locations the same time every day in order to ensure consistency within the prearranged route. Depending on the number of students located outside the 46806 area, the location of pickup points will be subject to change in order to make the bus’s daily circuit as efficient as possible.

Many different locations throughout the area have been identified as viable options for our drivers to park their bus for a period of time and load the students. The majority of these locations are places where relationships have already been established with the organizers of SAFE. These locations include various businesses, organizations and churches. Other public entities will be utilized as pick-up and drop-off points as well.

G. Risk Management

Our risk management needs will be outsourced to a specialty organization. This organization will do the following:

- Protect school assets from losses
- Help provide a safe work and service environment for employees and students
- Keep services protected from depletion, interruption or destruction
- Optimize the balance between self-insured losses, loss control/prevention costs, claim management costs, commercial insurance costs and the cost of administration of the risk management department function.

H. Security

SAFE will maintain a high level of security on school grounds at all times. One key measure in maintaining this level of security will be the use of an electronic security system through a nationally recognized security system provider. Having this system will also reduce insurance costs.

An element of the system will be intrusion detection and control. This will include burglar alarms to protect against unauthorized entry and theft.

SAFE will also be protected through digital video surveillance. This system will record digital video which will help protect against theft and vandalism. Furthermore, the video surveillance will allow SAFE administration to review events anywhere in the school from any point in time. Thus, administration will be able to use digital video recordings to corroborate testimonies in the case of an incident claim.

An additional part of the security system will be electronic access control. This will help protect school equipment and materials outside of school hours. It will also provide another layer of safety for students and staff during school hours. Having electronic access control will save the school money on lock changes and re-keying.

Attachment 1:
Founding Group Resumes and Bios

Thomas Smith

6806 Embers Court • Fort Wayne, In 46815

OBJECTIVE

To further contribute to the leadership of a strong educational institution

ADMINISTRATIVE SKILLS AND EXPERIENCE

Leadership

- Led the High School Reinvent Process
- Initiated the Freshman Community
- Organized and led Curriculum Mapping to all of the district high schools
- Led Annual Team Building Retreat for Administrative Staff each August

Presentations

- St. Francis University – “The Art of Leadership”; Fort Wayne, Indiana (March 2010)
- Iron Sharpens Iron Men’s Leadership Conference - “Goal Setting, Integrity, Strength of Character”; Fort Wayne, Indiana (February 2010)
- Trine University – “Focus and Goals”; Angola, Indiana (October 2008)
- State Farm Insurance Agents Regional Conference – “Office Team Building”; Angola, Indiana (April 2008)
- St. Francis University – “Engaging Minority Students”; Fort Wayne, Indiana (February 2008)
- Indiana Department of Education State Leadership Conference – “Build School Leadership; Indianapolis, Indiana (2007)
- World Conference for Heads of International Baccalaureate Schools – “How IB Curriculum Can Support and Enhance Learning in a Diverse Public High School “; Bangkok, Thailand (October 2005)
- International Baccalaureate Conference - Led a group discussion; Montreal, Canada (July 2005)
- Brazosport ISD – “Curriculum Mapping”; Houston Hobby, Texas (September 2003)
- Additional presentation topics:
 - “Learning Styles”
 - “Teaching in the Block”
 - “Cooperative and Team Learning”
 - “Plan, Do, Check, Act”
 - “Motivating the Unmotivated”
 - “Curriculum Mapping”
 - “Standard-Based Lesson Plans”
 - “PL221”
 - “South Side Achievement Statistics”
 - “Procedures vs. Discipline”
 - “The First Days of School”

EDUCATIONAL EXPERIENCE

Principal, Wayne High School
Fort Wayne, Indiana

July 2010

Principal, South Side High School
Fort Wayne, Indiana

July 2001- June 2010

Principal, Miami Middle School
Fort Wayne, Indiana

July 1996 – June 2001

Assistant Principal, Wayne High School
Fort Wayne, Indiana

July 1995 – June 1996

Assistant Principal, Anthis Career Center
Fort Wayne, Indiana

July 1994 – June 1995

Instructional Specialist, Alternative Learning Program
Fort Wayne, Indiana

July 1992 – June 1994

Teacher/Coach, Fort Wayne Community Schools
Fort Wayne, Indiana

August 1983 – June 1992

Teacher/Coach, Garfield Elementary School
Muncie, Indiana

August 1977 – July 1983

PROFESSIONAL MEMBERSHIPS

- Former Summit Athletic Conference Commissioner

EDUCATION

Ball State University; Secondary Administration and Supervision
Ball State University; Elementary Administration and Supervision
Ball State University; Education
DePauw University; Education

Master of Arts
Master of Arts
Master of Arts
Bachelor of Science

Thomas Smith, Co-Founder and School Leader: Thomas holds a Bachelor of Science degree in education from DePauw University, and three Master of Arts degrees from Ball State in Education, Elementary Administration and Supervision, and Secondary Administration and Supervision. He was a teacher for 25 years and an administrator for 19 years. He has taught various grade levels from elementary through adult education. In 1983, he was named as the first minority varsity head football coach in Fort Wayne at Elmhurst High School. He was also the varsity head wrestling coach. Mr. Smith has held leadership roles as a teacher such as Department Chair and Team Leader. As an administrator, Smith helped establish the Alternative Learning Program in Fort Wayne. He was a leader in the Fort Wayne Community Schools district in various ways including leading the High School Reinvent Process, Initiating the Freshman Community, and organizing and leading Curriculum Mapping for district high schools, and serving as the Summit Athletic Conference Commissioner. In his years as a principal, Mr. Smith's schools have all displayed both academic and behavioral growth. Smith led this improvement at each school he was at including a high school of over 2500 students, with nearly 30 nationalities and over 25 languages. He has shown the ability to provide for the needs of a myriad of minority populations. Thomas has been a presenter for schools and universities as well as for organizations in other fields. These presentations have been given at the local, state, national, and international level including a presentation entitled, "How IB curriculum can support and enhance learning in a diverse public high school," at the International Baccalaureate Head Masters Conference in 2005.

Corey Smith

8020 Newfield Dr.

Fort Wayne, IN, 46815

Education

Grand Canyon University- Phoenix, AZ (2009)

Master of Education in Education Administration

GPA 4.0

Grace College- Winona Lake, Indiana (2004)

Bachelor of Science in Elementary Education

GPA 3.426

Certification

Indiana Teaching License grades 1-6 non-departmentalized

Indiana School Administrative License K-12 (pending)

Teaching Experience

Abbett Elementary School, Fort Wayne, IN (2004-present)

- Teaching fourth grade general education

Other Professional Experience

- **Abbett Elementary School** HOPE Team member (2011-present)
- **Abbett Elementary School** International Baccalaureate Primary Years Program Pilot Teacher (2010-2011)
- **Abbett Elementary School** Quality Improvement Team member (2009-present)
- **Abbett Elementary School** Thinking Skills Coach (2009-present)
- **Abbett Elementary School** Leadership Team member (2009-2011)
- **Abbett Elementary School** Math Bowl Coach (2009)
- **Abbett Elementary School** Crisis Prevention Team member (2008-2009)
- **Abbett Elementary School** Technology Committee member (2005-2007)
- **Blackhawk Christian High School** Varsity Assistant Basketball Coach (2005-2008)
- **North Side High School** Freshmen Head Basketball Coach (2004-2005)

Corey Smith, Co-Founder and Chief Academic Officer:

Corey holds a Bachelor of Science in Elementary Education from Grace College and a Master of Education Administration from Grand Canyon University. He has been a teacher in Fort Wayne for seven years. He was a high school assistant basketball coach for girls for one year and for boys for three years. He has had leadership roles as a teacher including Math Bowl Coach, Quality Improvement Team member, Thinking Skills Coach, and Leadership Team member. Corey piloted the Primary Years Program, International Baccalaureate's elementary program, for his school and led the school through the process of adopting elements of that program. He has also held weekly after school Bible studies for students for the past six years.

Cameron M. Smith

Cougarcs14@hotmail.com

4221 Strathdon Dr. Fort Wayne, IN 46816

Education: December 2006 University of Saint Francis, Ft. Wayne, IN
B.A. in Business Administration, Concentration: Business/Communications

Honors and Awards:

- USF All-American Football Player 2005
- USF record holder in three statistics
- 2005 NAIA Champions of Character Award Winner
- 2005 Silver Helmet Award Winner (Coachability, Scholarship, Leadership)

Key Skills:

- Very Driven. Great communication skills. Ability to converse and relate with individuals of diverse backgrounds & populations.
- Proven success in multiple positions of leadership.
- Proficient with Microsoft Word, Power Point, Publisher and Excel. Also knowledgeable of Quark XPress and PhotoShop.

Experience:

November 2009-Present Timothy L. Johnson Academy K-8 Ft. Wayne, IN

Educator/Administrator/Sports Coordinator/Support Staff Supervisor

- Implement and teach school curriculum
- Develop and implement a fitness curriculum as well as Physical Education class for all grades in the school.
- Assist school leadership in addressing issues of discipline within the school and help with various administrative tasks including supervision of all support staff.

May 2009-December 2010 AWP (Athletes With Purpose) Ft. Wayne, IN

Sports Performance Coach/Recruitment Coordinator

- Create new business opportunities for the company by means of personal contact with athletes/parents through one-on-one appointments, attending sporting events, and presentations at community events.
- Train athletes in sports specific exercises by using functional training techniques.

September 2008-2009 Allen Business Machines Ft. Wayne, IN

Outside Sales Account Manager

- Create new business opportunities for the company by means of personal contact with customers through one-on-one appointments, phone follow-up and vertical sales, as well as drive repeat business within acquired accounts.

- Come up with creative marketing and advertising ideas for both the company and myself.

July 2007-September 2007 YMCA of Greater Fort Wayne Ft. Wayne, IN
Programs Director (Southeast YMCA)

- Develop, organize, maintain, and manage all programs available at the YMCA. This included the hiring of personnel, managing a budget, promotion of programs, scheduling, program evaluation and instructing classes. Program development areas consist of sports, health & wellness, and aquatics.

January 2005-2007 Ft. Wayne Area Youth for Christ Ft. Wayne, IN
Campus Life Director (Lakeside Middle School), Community Outreach Coordinator, New Covenant Worship Center Administrative Assistant

- Develop Club curriculum
- Coordinator of events and trips
- Raise funds for organization
- Run after school club
- Data entry of church statistics
- Write and send out monthly newsletter
- Develop and design church bulletin
- Church setup/teardown

2003-2008 FWCS Ft. Wayne, IN
Teachers Assistant/Substitute Teacher

- Assist teachers in various tasks, which includes actual teaching of curriculum, one-on-one contact/involvement with students, special education assistance, lunchroom aid, and hallway monitoring. Implement and teach school curriculum in the absence of the contracted teacher (K-12).

Co-Curricular activities

Volunteer, C2G (Come to Go Ministries), “Tha Spot” Youth Lounge, Inspiration Cafe

Football Coach, University of Saint Francis 2006

Pro Athlete, Fort Wayne Freedom (IN) (2006/2008), Marion Mayhem (OH) (2007)

Cameron Smith, Co-Founder and Chief Operations Officer:

Cameron holds a Bachelor of Arts in Business Administration with a concentration in Business/Communications from the University of Saint Francis. While there, he received the National Association for Intercollegiate Athletics Champions of Character Award. Smith has served as a teachers' assistant and a substitute teacher. For two years, he was the campus life director at Lakeside Middle school and the Community Outreach Coordinator for Prime Time Community Center. He has worked in retail sales and has also been a college assistant football coach and a sports performance coach. For the past two years, Cameron has been a teacher, administrator, sports coordinator, and support staff supervisor at Timothy L. Johnson Academy, a charter school in Fort Wayne.

Attachment 2:
Head of School/Principal Candidate
Information

(See Attachment 1: Thomas Smith Resume)

Attachment 3:
School Administrator Information

(See Attachment 1: Founding Group Resumes and Bios)

Attachment 4:
Course Scope and Sequence

Course: GRADE 6 INDIANA AND COMMON CORE ELA

Quarter 1 - Reading Informational Text

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

CC.6.RI.1.a (6.2.7) -- Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RI.1.b (6.2.7) -- Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RI.2.a -- Determine a central idea of a text and how it is conveyed through particular details.

CC.6.RI.2.b -- Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RI.3 -- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.4.a (6.1.2) -- Determine the figurative meaning of words and phrases (including similes and metaphors) as they are used in a text.

CC.6.RI.4.b (6.1.2) -- Determine the connotative meaning of words and phrases as they are used in a text.

CC.6.RI.4.c (6.1.2) -- Determine the technical meaning of words and phrases as they are used in a text.

CC.6.RI.5.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.

CC.6.RI.5.b Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.

CC.6.RI.6 -- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.6.RI.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.6.RI.8.a (6.2.6) - Trace and evaluate the argument and specific claims in a text.

CC.6.RI.8.b (6.2.6) - Distinguish claims that are supported by reasons and evidence from claims that are not.

CC.6.RI.9 -- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CC.6.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 1 - Reading Literature

6.3.1a Describe the major characteristics of different literary genres.

6.3.1b Match literary genres with their corresponding characteristics.

6.3.2a Analyze how a character's qualities impact the plot.

6.3.2b Analyze how a character's qualities impact the conflict's resolution.

6.3.3 Analyze the influence of the setting on the problem (conflict) and its resolution.

6.3.5a Define and recognize first-person narration.

6.3.5b Define and recognize third-person narration.

6.3.5c. Describe the difference between first and third person narration.

6.3.5d Compare first and third person perspectives as they relate to specific literary works.

6.3.8a Critique the believability of characters in a variety of literary texts.

6.3.8b Critique the extent to which the plot of a literary text is believable or realistic.

6.3.9a Identify the main problem (conflict) of the plot in a literary text.

6.3.9b Explain how the main problem (conflict) of a literary text is resolved.

CC.6.RL.1.a Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RL.1.b - Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RL.2.a (6.3.6) - Determine a theme or central idea of a text and how it is conveyed through particular details (characters, actions and images).

CC.6.RL.2.b (6.3.6) - Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RL.3.a -- Describe how a particular story's or drama's plot unfolds in a series of episodes.

CC.6.RL.3.b -- Describe how a particular story's or drama's characters respond or change as the plot moves toward a resolution.

CC.6.RL.4.a (6.3.4) -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme).

CC.6.RL.4.b (6.3.4, 6.3.7) -- Analyze the impact of a specific word choice on meaning and tone (symbolism, imagery or metaphor).

CC.6.RL.5.a -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

CC.6.RL.5.b -- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.

CC.6.RL.6 -- Explain how an author develops the point of view of the narrator or speaker in a text.

CC.6.RL.7 -- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CC.6.RL.9 -- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CC.6.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 1 - Writing

6.4.8a Critique writing for meaning and clarity.

6.4.8b Revise writing for meaning and clarity.

6.5.6 Use varied word choices to make writing interesting.

6.5.8 Compose increasingly complex summaries that include the main ideas and most significant details of the reading selection.

CC.6.W.1 (6.4.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.6.W.2 (6.4.3, 6.4.4, 6.5.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.6.W.3 (6.4.4 and 6.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.6.W.4 (6.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.6.W.5 (6.4.1, 6.4.8, 6.4.9, 6.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.6.W.6 (6.5.3) -- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CC.6.W.6.a -- Use technology, including the Internet, to produce and publish writing.

CC.6.W.6.b -- Use technology, including the Internet, to interact and collaborate with others.

CC.6.W.6.c (6.4.7) -- Demonstrate sufficient command of keyboarding skills, including the adjustment of margins, tabs, spacing, columns, and page orientation, to type a minimum of three pages in a single sitting.

CC.6.W.7 (6.5.3) -- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.6.W.8 (6.4.6, 6.5.3 and 6.5.4) -- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CC.6.W.8.a -- Gather relevant information from multiple print and digital sources.

CC.6.W.8.b -- Assess the credibility of each source.

CC.6.W.8.c -- Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CC.6.W.8.d -- Provide basic bibliographic information for sources.

CC.6.W.9 (6.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.6.W.9.a -- Draw evidence from literary texts to support analysis, reflection, and research by applying grade 6 literature reading standards.

CC.6.W.9.b -- Draw evidence from informational texts to support analysis, reflection, and research by applying grade 6 literary nonfiction reading standards.

CC.6.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 1 - Speaking and Listening

CC.6.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.6.SL.2 -- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CC.6.SL.3 -- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CC.6.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 1 - Language

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.1.3b Use foreign words correctly in oral and written language.

6.6.1a -- Define coordinating conjunctions and explain their function in compound sentences.

6.6.1b -- Compose compound sentences that use effective coordination of ideas to express complete thoughts.

6.6.1c -- Define subordinating conjunctions and explain their function in complex sentences to express complete thoughts.

6.6.3a Identify and use colons after the salutation in a business letter.

6.6.3b Identify and use semi-colons to connect main clauses.

6.6.3c Include commas before the conjunction in compound sentences.

6.6.5. Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

6.6.6a Identify and correctly use prepositional phrases in increasingly complex sentences.

6.6.6b Identify and correctly use appositives in increasingly complex sentences.

6.6.6c Identify and correctly use main clauses in increasingly complex sentences.

6.6.6d Identify and correctly use subordinate clauses in increasingly complex sentences.

CC.6.L.1 (6.6.2) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.6.2a Identify indefinite pronouns (i.e., all, another, both, each, either, few, many, none, one, other, several, some).

6.6.2b Include indefinite pronouns in increasingly complex sentences.

6.6.2c Identify present perfect verbs (have been, has been) in sentences.

6.6.2d Include present perfect verbs in increasingly complex sentences.

6.6.2e Identify past perfect verbs (had been) in sentences.

6.6.2f Include past perfect verbs in increasingly complex sentences.

6.6.2g Identify future perfect verbs (shall have been) in sentences.

6.6.2h Include future perfect verbs in increasingly complex sentences.

6.6.2i Use correct verb agreement with singular and compound subjects.

CC.6.L.2.a (6.6.4) -- Demonstrate command of the conventions of standard English for capitalization when writing.

CC.6.L.2.b -- Demonstrate command of the conventions of standard English for punctuation (commas, parentheses, dashes) when writing.

CC.6.L.2.c -- Demonstrate command of the conventions of standard English for spelling when writing.

CC.6.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.6.L.3.a -- Vary sentence patterns (simple, compound, and complex) for meaning, reader/ listener interest, and style.

CC.6.L.3.b -- Maintain consistency in style and tone when writing or speaking.

CC.6.L.4 (6.1.2 and 6.1.4) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CC.6.L.4.a -- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.6.L.4.b -- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CC.6.L.4.c -- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CC.6.L.4.d -- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CC.6.L.5 (6.1.2 and 6.1.5) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.6.L.5.a -- Interpret figures of speech (e.g., personification) in context.

CC.6.L.5.b -- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

CC.6.L.5.c -- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

CC.6.L.6 -- 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.

Quarter 2 - Reading Informational Text

6.2.1a Identify structural features (such as indexes, titles, subtitles, charts, and bylines) of popular media (newspapers, magazines, and online information).

6.2.1b Use structural features of popular media to obtain information.

6.2.2a Analyze text that uses a compare-and-contrast organizational pattern.

6.2.4 Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

6.2.5a Follow multiple-step instructions for preparing applications.

6.2.8a Describe how an author's choice of words, examples, and reasons are intended to persuade the reader of something.

6.2.9a Identify problems with an author's use of figures of speech.

6.2.9b Identify problems with an author's use of logic.

6.2.9c Identify problems with an author's use of reasoning (assumption and choice of facts or evidence).

CC.6.RI.1.a (6.2.7) -- Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RI.1.b (6.2.7) -- Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RI.2.a -- Determine a central idea of a text and how it is conveyed through particular details.

CC.6.RI.2.b -- Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RI.3 -- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.3.a -- Analyze in detail how a key individual, event, or idea is illustrated in a text (e.g., through examples or anecdotes).

CC.6.RI.3.b -- Analyze in detail how a key individual, event, or idea is introduced in a text (e.g., through examples or anecdotes).

CC.6.RI.3.c -- Analyze in detail how a key individual, event, or idea is elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.4.a (6.1.2) -- Determine the figurative meaning of words and phrases (including similes and metaphors) as they are used in a text.

CC.6.RI.4.b (6.1.2) -- Determine the connotative meaning of words and phrases as they are used in a text.

CC.6.RI.4.c (6.1.2) -- Determine the technical meaning of words and phrases as they are used in a text.

CC.6.RI.5.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.

CC.6.RI.5.b Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.

CC.6.RI.6 -- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.6.RI.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.6.RI.8.a (6.2.6) - Trace and evaluate the argument and specific claims in a text.

CC.6.RI.8.b (6.2.6) - Distinguish claims that are supported by reasons and evidence from claims that are not.

CC.6.RI.9 -- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CC.6.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 2 - Reading Literature

6.3.1a Describe the major characteristics of different literary genres.

6.3.1b Match literary genres with their corresponding characteristics.

CC.6.RL.1.a Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RL.1.b - Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RL.2.a (6.3.6) - Determine a theme or central idea of a text and how it is conveyed through particular details (characters, actions and images).

CC.6.RL.2.b (6.3.6) - Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RL.3.a -- Describe how a particular story's or drama's plot unfolds in a series of episodes.

CC.6.RL.3.b -- Describe how a particular story's or drama's characters respond or change as the plot moves toward a resolution.

CC.6.RL.4.a (6.3.4) -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme).

CC.6.RL.4.b (6.3.4, 6.3.7) -- Analyze the impact of a specific word choice on meaning and tone (symbolism, imagery or metaphor).

CC.6.RL.5.b -- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.

CC.6.RL.5.a -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

CC.6.RL.6 -- Explain how an author develops the point of view of the narrator or speaker in a text.

CC.6.RL.7 -- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CC.6.RL.9 -- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CC.6.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 2 - Writing

6.5.2a Define the term thesis statement.

6.5.2b Develop thesis statements.

6.5.2c Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that clearly state a thesis, explain the situation (or context), and offer organized evidence to support arguments and conclusions.

6.5.5a State a clear persuasive position which addresses a grade-level-appropriate proposition or proposal.

6.5.5b Support the position with organized, relevant evidence and effective emotional appeals.

6.5.5c Anticipate and address reader concerns and counterarguments.

6.5.5d Compose a persuasive composition.

6.5.6 Use varied word choices to make writing interesting.

6.5.8 Compose increasingly complex summaries that include the main ideas and most significant details of the reading selection.

CC.6.W.1 (6.4.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.6.W.1.a -- Introduce claim(s) and organize the reasons and evidence clearly.

CC.6.W.1.b -- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CC.6.W.1.c -- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CC.6.W.1.d -- Establish and maintain a formal style.

CC.6.W.1.e -- Provide a concluding statement or section that follows from the argument presented.

CC.6.W.2 (6.4.3, 6.4.4, 6.5.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.6.W.2.a -- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CC.6.W.2.b -- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CC.6.W.2.c -- Use appropriate transitions to clarify the relationships among ideas and concepts.

CC.6.W.2.d -- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.6.W.2.e -- Establish and maintain a formal style.

CC.6.W.2.f -- Provide a concluding statement or section that follows from the information or explanation presented.

CC.6.W.3 (6.4.4 and 6.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.6.W.3.a -- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CC.6.W.3.b -- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CC.6.W.3.c -- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CC.6.W.3.d -- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- CC.6.W.3.e -- Provide a conclusion that follows from the narrated experiences or events.
- CC.6.W.4 (6.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.6.W.5 (6.4.1, 6.4.8, 6.4.9, 6.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CC.6.W.6 (6.5.3) -- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- CC.6.W.6.a -- Use technology, including the Internet, to produce and publish writing.
- CC.6.W.6.b -- Use technology, including the Internet, to interact and collaborate with others.
- CC.6.W.6.c (6.4.7) -- Demonstrate sufficient command of keyboarding skills, including the adjustment of margins, tabs, spacing, columns, and page orientation, to type a minimum of three pages in a single sitting.
- CC.6.W.7 (6.5.3) -- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- CC.6.W.8 (6.4.6, 6.5.3 and 6.5.4) -- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- CC.6.W.8.a -- Gather relevant information from multiple print and digital sources.
- CC.6.W.8.b -- Assess the credibility of each source.
- CC.6.W.8.c -- Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- CC.6.W.8.d -- Provide basic bibliographic information for sources.
- CC.6.W.9 (6.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.6.W.9.a -- Draw evidence from literary texts to support analysis, reflection, and research by applying grade 6 literature reading standards.
- CC.6.W.9.b -- Draw evidence from informational texts to support analysis, reflection, and research by applying grade 6 literary nonfiction reading standards.

CC.6.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 2 - Speaking and Listening

- CC.6.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CC.6.SL.2 -- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- CC.6.SL.3 -- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- CC.6.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 2 - Language

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.6.5. Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw).

6.1.3b Use foreign words correctly in oral and written language.

CC.6.L.2.a (6.6.4) -- Demonstrate command of the conventions of standard English for capitalization when writing.

CC.6.L.2.b -- Demonstrate command of the conventions of standard English for punctuation (commas, parentheses, dashes) when writing.

CC.6.L.2.c -- Demonstrate command of the conventions of standard English for spelling when writing.

CC.6.L.4 (6.1.2 and 6.1.4) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CC.6.L.5 (6.1.2 and 6.1.5) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Quarter 3 - Reading Informational Text

6.2.1b Use structural features of popular media to obtain information.

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

6.2.4 Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

CC.6.RI.1.a (6.2.7) -- Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RI.1.b (6.2.7) -- Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RI.2.a -- Determine a central idea of a text and how it is conveyed through particular details.

CC.6.RI.2.b -- Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RI.3 -- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.3.a -- Analyze in detail how a key individual, event, or idea is illustrated in a text (e.g., through examples or anecdotes).

CC.6.RI.3.b -- Analyze in detail how a key individual, event, or idea is introduced in a text (e.g., through examples or anecdotes).

CC.6.RI.3.c -- Analyze in detail how a key individual, event, or idea is elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.4.a (6.1.2) -- Determine the figurative meaning of words and phrases (including similes and metaphors) as they are used in a text.

CC.6.RI.4.b (6.1.2) -- Determine the connotative meaning of words and phrases as they are used in a text.

CC.6.RI.4.c (6.1.2) -- Determine the technical meaning of words and phrases as they are used in a text.

CC.6.RI.5.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.

CC.6.RI.5.b Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.

CC.6.RI.6 -- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.6.RI.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.6.RI.8.a (6.2.6) - Trace and evaluate the argument and specific claims in a text.

CC.6.RI.8.b (6.2.6) - Distinguish claims that are supported by reasons and evidence from claims that are not.

CC.6.RI.9 -- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CC.6.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 3 - Reading Literature

6.3.9a Identify the main problem (conflict) of the plot in a literary text.

6.3.9b Explain how the main problem (conflict) of a literary text is resolved.

CC.6.RL.1.a Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RL.1.b - Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RL.2.a (6.3.6) - Determine a theme or central idea of a text and how it is conveyed through particular details (characters, actions and images).

CC.6.RL.2.b (6.3.6) - Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RL.3.a -- Describe how a particular story's or drama's plot unfolds in a series of episodes.

CC.6.RL.3.b -- Describe how a particular story's or drama's characters respond or change as the plot moves toward a resolution.

CC.6.RL.4.a (6.3.4) -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme).

CC.6.RL.4.b (6.3.4, 6.3.7) -- Analyze the impact of a specific word choice on meaning and tone (symbolism, imagery or metaphor).

CC.6.RL.5.a -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

CC.6.RL.5.b -- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.

CC.6.RL.6 -- Explain how an author develops the point of view of the narrator or speaker in a text.

CC.6.RL.7 -- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CC.6.RL.9 -- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CC.6.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 3 - Writing

6.5.6 Use varied word choices to make writing interesting.

CC.6.W.1 (6.4.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.6.W.1.a -- Introduce claim(s) and organize the reasons and evidence clearly.

CC.6.W.1.b -- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CC.6.W.1.c -- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CC.6.W.1.d -- Establish and maintain a formal style.

CC.6.W.1.e -- Provide a concluding statement or section that follows from the argument presented.

CC.6.W.2 (6.4.3, 6.4.4, 6.5.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.6.W.2.a -- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CC.6.W.2.b -- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CC.6.W.2.c -- Use appropriate transitions to clarify the relationships among ideas and concepts.

CC.6.W.2.d -- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.6.W.2.e -- Establish and maintain a formal style.

CC.6.W.2.f -- Provide a concluding statement or section that follows from the information or explanation presented.

CC.6.W.3 (6.4.4 and 6.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.6.W.3.a -- Engage and orient the reader by establishing a context and introducing a

narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CC.6.W.3.b -- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CC.6.W.3.c -- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CC.6.W.3.d -- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CC.6.W.3.e -- Provide a conclusion that follows from the narrated experiences or events.

CC.6.W.4 (6.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.6.W.5 (6.4.1, 6.4.8, 6.4.9, 6.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.6.W.6 (6.5.3) -- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CC.6.W.6.a -- Use technology, including the Internet, to produce and publish writing.

CC.6.W.6.b -- Use technology, including the Internet, to interact and collaborate with others.

CC.6.W.6.c (6.4.7) -- Demonstrate sufficient command of keyboarding skills, including the adjustment of margins, tabs, spacing, columns, and page orientation, to type a minimum of three pages in a single sitting.

CC.6.W.7 (6.5.3) -- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.6.W.8 (6.4.6, 6.5.3 and 6.5.4) -- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CC.6.W.8.a -- Gather relevant information from multiple print and digital sources.

CC.6.W.8.b -- Assess the credibility of each source.

CC.6.W.8.c -- Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CC.6.W.8.d -- Provide basic bibliographic information for sources.

CC.6.W.9 (6.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.6.W.9.a -- Draw evidence from literary texts to support analysis, reflection, and research by applying grade 6 literature reading standards.

CC.6.W.9.b -- Draw evidence from informational texts to support analysis, reflection, and research by applying grade 6 literary nonfiction reading standards.

CC.6.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 3 - Speaking and Listening

CC.6.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.6.SL.2 -- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CC.6.SL.3 -- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CC.6.SL.4 -- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.6.SL.5 -- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CC.6.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 3 - Language

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.1.3b Use foreign words correctly in oral and written language.

6.6.1a -- Define coordinating conjunctions and explain their function in compound sentences.

6.6.1b -- Compose compound sentences that use effective coordination of ideas to express complete thoughts.

6.6.1c -- Define subordinating conjunctions and explain their function in complex sentences to express complete thoughts.

CC.6.L.1 (6.6.2) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.6.L.2 (6.6.4 and 6.6.5) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.6.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.6.L.4 (6.1.2 and 6.1.4) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CC.6.L.5 (6.1.2 and 6.1.5) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.6.L.6 -- 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.

Quarter 4 - Reading Informational Text

6.2.1a Identify structural features (such as indexes, titles, subtitles, charts, and bylines) of popular media (newspapers, magazines, and online information).

6.2.1b Use structural features of popular media to obtain information.

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

6.2.4 Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

CC.6.RI.1.a (6.2.7) -- Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RI.1.b (6.2.7) -- Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RI.2.a -- Determine a central idea of a text and how it is conveyed through particular details.

CC.6.RI.2.b -- Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RI.3 -- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.3.a -- Analyze in detail how a key individual, event, or idea is illustrated in a text (e.g., through examples or anecdotes).

CC.6.RI.3.b -- Analyze in detail how a key individual, event, or idea is introduced in a text (e.g., through examples or anecdotes).

CC.6.RI.3.c -- Analyze in detail how a key individual, event, or idea is elaborated in a text (e.g., through examples or anecdotes).

CC.6.RI.4.a (6.1.2) -- Determine the figurative meaning of words and phrases (including similes and metaphors) as they are used in a text.

CC.6.RI.4.b (6.1.2) -- Determine the connotative meaning of words and phrases as they are used in a text.

CC.6.RI.4.c (6.1.2) -- Determine the technical meaning of words and phrases as they are used in a text.

CC.6.RI.5.a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.

CC.6.RI.5.b Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.

CC.6.RI.6 -- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.6.RI.7 -- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.6.RI.8.a (6.2.6) - Trace and evaluate the argument and specific claims in a text.

CC.6.RI.8.b (6.2.6) - Distinguish claims that are supported by reasons and evidence from claims that are not.

CC.6.RI.9 -- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CC.6.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 4 - Reading Literature

6.3.3 Analyze the influence of the setting on the problem (conflict) and its resolution.

6.3.7 Explain the effects of common literary devices (i.e., symbolism, imagery, metaphor) in a variety of literary texts.

6.3.8a Critique the believability of characters in a variety of literary texts.

6.3.8b Critique the extent to which the plot of a literary text is believable or realistic.

6.3.9a Identify the main problem (conflict) of the plot in a literary text.

6.3.9b Explain how the main problem (conflict) of a literary text is resolved.

CC.6.RL.1.a Cite textual evidence to support analysis of what the text says explicitly.

CC.6.RL.1.b - Cite textual evidence to support analysis of inferences drawn from the text.

CC.6.RL.2.b (6.3.6) - Provide a summary of the text distinct from personal opinions or judgments.

CC.6.RL.2.a (6.3.6) - Determine a theme or central idea of a text and how it is conveyed through particular details (characters, actions and images).

CC.6.RL.3.a -- Describe how a particular story's or drama's plot unfolds in a series of episodes.

CC.6.RL.3.b -- Describe how a particular story's or drama's characters respond or change as the plot moves toward a resolution.

CC.6.RL.4.a (6.3.4) -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, and rhyme).

CC.6.RL.4.b (6.3.4, 6.3.7) -- Analyze the impact of a specific word choice on meaning and tone (symbolism, imagery or metaphor).

CC.6.RL.5.a -- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.

CC.6.RL.5.b -- Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.

CC.6.RL.6 -- Explain how an author develops the point of view of the narrator or speaker in a text.

CC.6.RL.7 -- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CC.6.RL.9 -- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CC.6.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 4 - Writing

6.5.8 Compose increasingly complex summaries that include the main ideas and most significant details of the reading selection.

CC.6.W.1 (6.4.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.6.W.1.a -- Introduce claim(s) and organize the reasons and evidence clearly.

CC.6.W.1.b -- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CC.6.W.1.c -- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CC.6.W.1.d -- Establish and maintain a formal style.

CC.6.W.1.e -- Provide a concluding statement or section that follows from the argument presented.

CC.6.W.2 (6.4.3, 6.4.4, 6.5.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.6.W.2.a -- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CC.6.W.2.b -- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CC.6.W.2.c -- Use appropriate transitions to clarify the relationships among ideas and concepts.

CC.6.W.2.d -- Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.6.W.2.e -- Establish and maintain a formal style.

CC.6.W.2.f -- Provide a concluding statement or section that follows from the information or explanation presented.

CC.6.W.3 (6.4.4 and 6.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.6.W.3.a -- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CC.6.W.3.b -- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CC.6.W.3.c -- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CC.6.W.3.d -- Use precise words and phrases, relevant descriptive details, and

sensory language to convey experiences and events.

CC.6.W.3.e -- Provide a conclusion that follows from the narrated experiences or events.

CC.6.W.4 (6.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.6.W.5 (6.4.1, 6.4.8, 6.4.9, 6.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.6.W.6 (6.5.3) -- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CC.6.W.6.a -- Use technology, including the Internet, to produce and publish writing.

CC.6.W.6.b -- Use technology, including the Internet, to interact and collaborate with others.

CC.6.W.6.c (6.4.7) -- Demonstrate sufficient command of keyboarding skills, including the adjustment of margins, tabs, spacing, columns, and page orientation, to type a minimum of three pages in a single sitting.

CC.6.W.7 (6.5.3) -- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.6.W.8 (6.4.6, 6.5.3 and 6.5.4) -- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CC.6.W.8.a -- Gather relevant information from multiple print and digital sources.

CC.6.W.8.b -- Assess the credibility of each source.

CC.6.W.8.c -- Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

CC.6.W.8.d -- Provide basic bibliographic information for sources.

CC.6.W.9 (6.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.6.W.9.a -- Draw evidence from literary texts to support analysis, reflection, and research by applying grade 6 literature reading standards.

CC.6.W.9.b -- Draw evidence from informational texts to support analysis, reflection, and research by applying grade 6 literary nonfiction reading standards.

CC.6.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 4 - Speaking and Listening

CC.6.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.6.SL.2 -- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CC.6.SL.3 -- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CC.6.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 4 - Language

6.6.1a -- Define coordinating conjunctions and explain their function in compound sentences.

6.6.1b -- Compose compound sentences that use effective coordination of ideas to express complete thoughts.

6.6.1c -- Define subordinating conjunctions and explain their function in complex sentences to express complete thoughts.

CC.6.L.1 (6.6.2) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.6.L.1.f (6.6.2) Ensure subject-verb and pronoun-antecedent agreement.

CC.6.L.1.b (6.6.2) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

CC.6.L.2 (6.6.4 and 6.6.5) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.6.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.6.L.4 (6.1.2 and 6.1.4) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CC.6.L.5 (6.1.2 and 6.1.5) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.6.L.6 -- 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.

Course: GRADE 7 INDIANA AND COMMON CORE ELA

Quarter 1 - Reading Informational Text

7.2.5a Comprehend (or follow) directions for the use of a simple mechanical device.

7.2.5b Explain the use of a simple mechanical device by following directions in a technical manual.

7.2.8a Identify (and describe) how an author uses repetition to persuade.

7.2.8b Identify (and describe) how an author uses biased or incomplete evidence to persuade.

7.2.9a Identify problems with an author's figures of speech.

7.2.9b Identify problems with an author's logic or reasoning.

7.2.10a Identify and explain instances of persuasion and propaganda in text.

7.2.10b Identify and explain faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.

CC.7.RI.1 (7.2.7) -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RI.2 -- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.7.RI.3 -- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CC.7.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. a. Analyze the impact of a specific word choice on meaning and tone.

CC.7.RI.5 -- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CC.7.RI.6 (7.2.4) -- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.7.RI.7 -- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.7.RI.8 (7.2.4, 7.2.6) -- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CC.7.RI.9 -- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.7.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 1 - Reading Literature

7.3.2a Identify events in a text that advance the plot.

7.3.2b Describe how events augment the plot by explaining past or present action(s) or foreshadowing future action.

7.3.3a Identify elements of a character's thoughts, words, speech patterns, and actions and explain how they contribute to characterization.

7.3.3b Describe the effects of the narrator's description on characterization.

7.3.3c Explain how the thoughts, words, and actions of other characters contribute to characterization.

7.3.5a Identify types of points of view (such as first person, third person, limited and omniscient, subjective and objective) in a literary text.

7.3.5 Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective - in a literary text and explain how they affect the overall theme of the work.

7.3.7 Explain how literary devices (such as symbolism, imagery, and metaphor) impact a variety of increasingly complex fictional texts and poems.

7.3.9a Analyze and explain the relevance of setting to the mood of text.

7.3.9b Analyze and explain the relevance of setting to the tone of a text.

7.3.9c Analyze the relevance of setting to the meaning of a literary text.

CC.7.RL.1 -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RL.2 (7.3.4, 7.5.5) -- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.7.RL.3 (7.3.8) -- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CC.7.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CC.7.RL.5 -- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CC.7.RL.6 -- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.7.RL.7 -- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.7.RL.9 -- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.7.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 1 - Writing

7.5.2a Develop interpretations that demonstrate careful reading, understanding, and insight regarding increasingly complex pieces of literature.

7.5.2b Organize interpretations around several clear ideas, premises, or images from the literary work.

7.5.2c Include evidence from the text to support statements in a response to literature.

7.5.6 Include varied word choices to increase interest and precision in writing.

CC.7.W.1 (7.4.3, 7.5.4) -- Write arguments to support claims with clear reasons and

relevant evidence.

CC.7.W.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.7.W.3 (7.4.2) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.7.W.4 (7.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.7.W.5 (7.4.1, 7.4.8, 7.4.9, 7.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.7.W.6 (7.4.7) -- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CC.7.W.7 (7.4.5, 7.5.3) -- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.7.W.8 (7.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.7.W.9 (7.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.7.W.10 (7.5.7) -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 1 - Speaking and Listening

CC.7.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.7.SL.2 -- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.7.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.7.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 1 - Language

7.1.1 Identify and understand idioms and comparisons - such as analogies, metaphors, and similes - in prose and poetry.

7.6.1a Insert modifiers to improve writing by conveying a livelier effect.

7.6.1b Use the active voice in sentences to convey a livelier effect.

7.6.2a Identify infinitives in writing.

7.6.2b Identify participles in writing.

7.6.2c Correctly use infinitives in writing.

7.6.2d Correctly use participles in writing.

7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.

7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

7.6.6a Identify hyphens, dashes, brackets, and semicolons.

7.6.6 Use hyphens, dashes, brackets, and semicolons correctly.

7.6.7a Demonstrate correct use of quotation marks.

7.6.7b Demonstrate correct use of commas with subordinate clauses.

7.6.9a Identify derivatives of common base or root words (example: ACT: active, action, activity).

7.6.9b Attach affixes (prefixes and suffixes) to common base or root words.

CC.7.L.1 (7.6.5, 7.6.10) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.7.L.2 (7.6.8) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

CC.7.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CC.7.L.4 (7.1.2, 7.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CC.7.L.5 (7.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.7.L.6 -- 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.

Quarter 2 - Reading Informational Text

7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals.)

7.2.3 Analyze text that uses the cause-and-effect organizational pattern.

CC.7.RI.1 (7.2.7) -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RI.2 -- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.7.RI.3 -- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CC.7.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. a. Analyze the impact of a specific word choice on meaning and tone.

CC.7.RI.5 -- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CC.7.RI.6 (7.2.4) -- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.7.RI.7 -- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.7.RI.8 (7.2.4, 7.2.6) -- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CC.7.RI.9 -- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.7.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 2 - Reading Literature

7.3.2a Identify events in a text that advance the plot.

7.3.2b Describe how events augment the plot by explaining past or present action(s) or foreshadowing future action.

7.3.3a Identify elements of a character's thoughts, words, speech patterns, and actions and explain how they contribute to characterization.

7.3.3b Describe the effects of the narrator's description on characterization.

7.3.3c Explain how the thoughts, words, and actions of other characters contribute to characterization.

CC.7.RL.1 -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RL.2 (7.3.4, 7.5.5) -- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.7.RL.3 (7.3.8) -- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CC.7.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CC.7.RL.5 -- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CC.7.RL.6 -- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.7.RL.7 -- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.7.RL.9 -- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.7.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 2 - Writing

7.5.5a Include main ideas and the most significant details in written summaries of reading materials.

7.5.5b Write summaries in one's own words, except for quotations.

7.5.5c Reflect the underlying meaning of a passage, not just the superficial details, when crafting a summary.

7.5.6 Include varied word choices to increase interest and precision in writing.

CC.7.W.1 (7.4.3, 7.5.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.7.W.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.7.W.3 (7.4.2) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.7.W.4 (7.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.7.W.5 (7.4.1, 7.4.8, 7.4.9, 7.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.7.W.6 (7.4.7) -- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CC.7.W.7 (7.4.5, 7.5.3) -- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.7.W.8 (7.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.7.W.9 (7.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.7.W.10 (7.5.7) -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 2 - Speaking and Listening

CC.7.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.7.SL.2 -- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.7.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.7.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command

of formal English when indicated or appropriate.

Quarter 2 - Language

7.6.2c Correctly use infinitives in writing.

7.6.2d Correctly use participles in writing.

7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.

7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

7.6.6 Use hyphens, dashes, brackets, and semicolons correctly.

CC.7.L.1 (7.6.5, 7.6.10) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.7.L.2 (7.6.8) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

CC.7.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CC.7.L.4 (7.1.2, 7.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CC.7.L.5 (7.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.7.L.6 -- 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.

Quarter 3 - Reading Informational Text

7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals.)

7.2.3 Analyze text that uses the cause-and-effect organizational pattern.

7.2.8a Identify (and describe) how an author uses repetition to persuade.

7.2.8b Identify (and describe) how an author uses biased or incomplete evidence to persuade.

CC.7.RI.1 (7.2.7) -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RI.2 -- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.7.RI.3 -- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CC.7.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. a. Analyze the impact of a specific word choice on meaning and tone.

CC.7.RI.5 -- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CC.7.RI.7 -- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.7.RI.6 (7.2.4) -- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.7.RI.8 (7.2.4, 7.2.6) -- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CC.7.RI.9 -- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.7.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 3 - Reading Literature

7.3.2a Identify events in a text that advance the plot.

7.3.2b Describe how events augment the plot by explaining past or present action(s) or foreshadowing future action.

7.3.3a Identify elements of a character's thoughts, words, speech patterns, and actions and explain how they contribute to characterization.

7.3.3b Describe the effects of the narrator's description on characterization.

7.3.3c Explain how the thoughts, words, and actions of other characters contribute to characterization.

7.3.5a Identify types of points of view (such as first person, third person, limited and omniscient, subjective and objective) in a literary text.

7.3.5 Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective - in a literary text and explain how they affect the overall theme of the work.

7.3.7 Explain how literary devices (such as symbolism, imagery, and metaphor) impact a variety of increasingly complex fictional texts and poems.

CC.7.RL.1 -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RL.2 (7.3.4, 7.5.5) -- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.7.RL.3 (7.3.8) -- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CC.7.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CC.7.RL.5 -- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CC.7.RL.6 -- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.7.RL.7 -- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each

medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.7.RL.9 -- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.7.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 3 - Writing

7.5.1a Develop a standard plot line – including a beginning, conflict, rising action, climax, and denouement (resolution) - and point of view in a biographical or autobiographical composition.

7.5.1b Write biographical or autobiographical compositions that develop major and minor characters and a definite setting.

7.5.1c Use appropriate strategies, such as dialogue, suspense, the naming of specific narrative action, and the inclusion of movement, gestures, and expressions, in autobiographical or biographical compositions.

7.5.2b Organize interpretations around several clear ideas, premises, or images from the literary work.

7.5.2c Include evidence from the text to support statements in a response to literature.

7.5.5a Include main ideas and the most significant details in written summaries of reading materials.

7.5.5b Write summaries in one's own words, except for quotations.

7.5.5c Reflect the underlying meaning of a passage, not just the superficial details, when crafting a summary.

7.5.6 Include varied word choices to increase interest and precision in writing.

CC.7.W.1 (7.4.3, 7.5.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.7.W.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.7.W.3 (7.4.2) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.7.W.4 (7.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.7.W.5 (7.4.1, 7.4.8, 7.4.9, 7.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.7.W.6 (7.4.7) -- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CC.7.W.7 (7.4.5, 7.5.3) -- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.7.W.8 (7.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.7.W.9 (7.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.7.W.10 (7.5.7) -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 3 - Speaking and Listening

CC.7.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.7.SL.2 -- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.7.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.7.SL.4 -- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.7.SL.5 -- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.7.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 3 - Language

7.6.1a Insert modifiers to improve writing by conveying a livelier effect.

7.6.1b Use the active voice in sentences to convey a livelier effect.

7.6.2c Correctly use infinitives in writing.

7.6.2d Correctly use participles in writing.

CC.7.L.1 (7.6.5, 7.6.10) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.7.L.2 (7.6.8) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

CC.7.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CC.7.L.4 (7.1.2, 7.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CC.7.L.5 (7.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.7.L.6 -- 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.

Quarter 4 - Reading Informational Text

7.2.3 Analyze text that uses the cause-and-effect organizational pattern.

7.2.5a Comprehend (or follow) directions for the use of a simple mechanical device.

7.2.5b Explain the use of a simple mechanical device by following directions in a technical manual.

CC.7.RI.1 (7.2.7) -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RI.2 -- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.7.RI.3 -- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CC.7.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. a. Analyze the impact of a specific word choice on meaning and tone.

CC.7.RI.5 -- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CC.7.RI.6 (7.2.4) -- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.7.RI.7 -- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.7.RI.8 (7.2.4, 7.2.6) -- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CC.7.RI.9 -- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.7.RI.10 -- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 4 - Reading Literature

7.3.2a Identify events in a text that advance the plot.

7.3.2b Describe how events augment the plot by explaining past or present action(s) or foreshadowing future action.

7.3.3a Identify elements of a character's thoughts, words, speech patterns, and actions and explain how they contribute to characterization.

7.3.3b Describe the effects of the narrator's description on characterization.

7.3.3c Explain how the thoughts, words, and actions of other characters contribute to characterization.

7.3.5 Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective - in a literary text and explain how they affect the overall theme of the work.

7.3.7 Explain how literary devices (such as symbolism, imagery, and metaphor) impact a variety of increasingly complex fictional texts and poems.

CC.7.RL.1 -- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.7.RL.2 (7.3.4, 7.5.5) -- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.7.RL.3 (7.3.8) -- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CC.7.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CC.7.RL.5 -- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CC.7.RL.6 -- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.7.RL.7 -- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CC.7.RL.9 -- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.7.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 4 - Writing

7.5.6 Include varied word choices to increase interest and precision in writing.

CC.7.W.1 (7.4.3, 7.5.4) -- Write arguments to support claims with clear reasons and relevant evidence.

CC.7.W.2 -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.7.W.3 (7.4.2) -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.7.W.4 (7.4.2) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.7.W.5 (7.4.1, 7.4.8, 7.4.9, 7.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.7.W.6 (7.4.7) -- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CC.7.W.7 (7.4.5, 7.5.3) -- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for

further research and investigation.

CC.7.W.8 (7.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.7.W.9 (7.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.7.W.10 (7.5.7) -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 4 - Speaking and Listening

CC.7.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.7.SL.2 -- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CC.7.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.7.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 4 - Language

7.1.1 Identify and understand idioms and comparisons - such as analogies, metaphors, and similes - in prose and poetry.

7.6.1a Insert modifiers to improve writing by conveying a livelier effect.

7.6.1b Use the active voice in sentences to convey a livelier effect.

7.6.2c Correctly use infinitives in writing.

7.6.2d Correctly use participles in writing.

7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.

7.6.4b Identify types of sentences (such as declarative, interrogative, imperative, and exclamatory).

7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

CC.7.L.1 (7.6.5, 7.6.10) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.7.L.2 (7.6.8) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

CC.7.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CC.7.L.4 (7.1.2, 7.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CC.7.L.5 (7.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.7.L.6 -- 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.

Course: GRADE 8 INDIANA AND COMMON CORE ELA

Quarter 1 - Reading Informational Text

CC.8.RI.1 (8.2.9) -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.8.RI.2.a -- Identify ideas that support the central idea.

CC.8.RI.2.b -- Recognize the relationship of ideas that support the central idea.

CC.8.RI.2.c -- Analyze the development of the central idea over the course of the text.

CC.8.RI.2.d -- Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.

CC.8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CC.8.RI.3.a -- Compare how individuals, ideas, and/or events are connected (including classification and analogies).

CC.8.RI.3.b -- Contrast the distinctions between individuals, ideas, and/or events within a text (including classification and analogies).

CC.8.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.4.a -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CC.8.RI.4.b -- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.5 -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CC.8.RI.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.8.RI.6.a (8.2.2) -- Identify evidence the author uses to support his or her viewpoints/position.

CC.8.RI.6.b (8.2.2) -- Identify conflicting evidence or viewpoints presented by the author in a given text.

CC.8.RI.6.c -- Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints.

CC.8.RI.6.d -- Analyze the techniques the author uses to respond to conflicting evidence.

CC.8.RI.6.e -- Support your analysis with examples from the text.

CC.8.RI.7 -- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.8.RI.8 (8.2.6) -- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CC.8.RI.8.a -- Define and identify examples of relevant and irrelevant evidence, sufficient evidence, and sound reasoning in informational text.

CC.8.RI.8.b -- Classify arguments and claims in informational text as either relevant or irrelevant.

CC.8.RI.8.c -- Classify reasoning in informational text as sound or unsound.

CC.8.RI.8.d -- Classify evidence as sufficient or insufficient.

CC.8.RI.8.e -- Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.

CC.8.RI.9 (8.2.3) -- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.8.RI.10 -- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Quarter 1 - Reading Literature

8.3.1a Define ballad, lyric, couplet, epic, elegy, ode, haiku, and sonnet.

8.3.1b Explain the characteristics and features of ballads, lyrics, couplets, epics, elegies, odes, haiku, and sonnets.

8.3.1c Describe the relationship between the purposes and characteristics of each form of poetry.

8.3.2a Define subplots and parallel episodes.

8.3.2b Identify the elements of the plot of a text, including any subplots and parallel episodes.

8.3.2c Evaluate the development of the plot of a text.

8.3.2d Evaluate the ways in which conflicts are or are not resolved.

8.3.4 Analyze how the setting impacts the mood, tone, and meaning of the text and its importance.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear in traditional and contemporary literature.

8.3.6a Define dialect and irony.

8.3.6b Identify important literary devices such as metaphor, symbolism, dialect, quotations, and irony.

8.3.6c Explain how these devices define a writer's style and affect interpretations of the work.

8.3.7a Locate examples of an author's heritage, traditions, attitudes, and beliefs in a work of literature.

8.3.7b Critique how an author's heritage, traditions, attitudes, and beliefs influence a work of literature.

8.3.8a Identify points of view in various narrative texts (first person, third person, third person limited and third person omniscient, and subjective and objective).

8.3.8b Contrast points of view in various texts.

8.3.8c Explain how the point of view in a narrative text impacts the theme.

CC.8.RL.1 -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RL.2 (8.5.5)-- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.8.RL.3 (8.3.2) -- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.8.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RL.5 -- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.8.RL.6 -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.8.RL.7 -- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CC.8.RL.9 -- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CC.8.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Quarter 1 - Writing

8.4.1a Share ideas for writing.

8.4.1b Create and maintain a list or notebook of ideas for writing.

8.4.1c Plan writing by use of graphic organizers.

8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.

8.4.3a Define paraphrase.

8.4.3b Include various devices such as analogies, paraphrases, quotations, and opinions from experts to support main ideas in theses and conclusions.

8.4.4 Plan and conduct multiple-step information searches using computer networks.

8.4.6a Use a computer to word-process documents.

8.4.6b Use publishing programs to create documents.

8.4.6c Create simple databases to manage information and prepare reports.

8.4.6d Create simple spreadsheets to manage information and prepare reports.

8.4.7 Review and revise writing for meaning and clarity using a variety of strategies.

8.4.7b Evaluate writing for meaning and clarity using a variety of strategies.

8.4.7c Revise writing for meaning and clarity using a variety of strategies.

8.4.8b Use an editing checklist with specific examples of corrections of frequent errors to edit and proofread the writing of others.

8.4.8a Use an editing checklist with specific examples of corrections of frequent errors to edit and proofread one's own writing.

8.4.9a Revise writing for word choice using a variety of strategies.

8.4.9b Revise writing for appropriate organization using a variety of strategies.

8.4.9c Revise writing for consistent point of view using a variety of strategies.

8.4.9d Revise writing for transitions among paragraphs, passages, and ideas using a variety of strategies.

8.4.10a Use organizational tools such as outlines and graphic organizers to structure

ideas for writing.

8.4.10b Use effective transitions between sentences to connect ideas.

8.4.10c Organize ideas and transitions to create a unified composition.

8.4.11a Identify topics leading to inquiry, investigation, and research.

8.4.11b Ask and evaluate questions leading to inquiry, investigation, and research.

8.4.11c Develop ideas leading to inquiry, investigation, and research.

8.5.1a Assemble well-chosen details to describe an incident, event, or situation when writing biographies, autobiographies, and short stories.

8.5.1b Explain the significance of, or the writer's attitude about, the subject when writing biographies, autobiographies, and short stories.

8.5.1c Apply narrative and descriptive strategies (including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters) when writing biographies, autobiographies, and short stories.

8.5.2a Demonstrate careful reading and insight into interpretations in written response to literature.

8.5.2b Make connections to the writer's techniques and to specific textual references when writing responses to literature.

8.5.2c Support inferences about the effects of a literary work on its audience when writing responses to literature.

8.5.2d Support statements with evidence from the text when writing responses to literature.

8.5.6 Write using precise word choices to make writing interesting and exact.

8.5.7a Write for different purposes, adjusting tone and style as necessary.

8.5.7b Write to a specific audience or person, adjusting tone and style as necessary.

CC.8.W.1 -- Write arguments to support claims with clear reasons and relevant evidence.

CC.8.W.2 (8.4.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.8.W.3 -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.8.W.4 (8.4.9, 8.5.7) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.W.5 (8.4.1, 8.4.7, 8.4.8, 8.4.9, 8.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.W.6 (8.4.6a, b) -- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.8.W.7 (8.4.11, 8.5.3) -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.W.8 (8.4.4, 8.4.5, 8.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while

avoiding plagiarism and following a standard format for citation.

CC.8.W.9 (8.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.8.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 1 - Speaking and Listening

CC.8.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.8.SL.2 -- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.8.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CC.8.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 1 - Language

8.1.1a Define literal meaning, figurative meaning, and connotative meaning.

8.1.1b Identify idiom, analogy, allusion, comparison, simile and metaphor.

8.1.1c Describe the features of idioms, analogies, allusions, comparisons, similes, and metaphors.

8.1.1d Distinguish between the features of idioms, analogies, allusions, comparisons, similes, and metaphors.

8.1.1e Interpret the figurative or literal meaning of a phrase based on the use of idioms and comparisons.

8.6.1a Define compound-complex sentences.

8.6.1b Distinguish between correct and incorrect compound-complex sentence structure.

8.6.1c Compose correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.

8.6.2a Define parallelism and juxtaposition.

8.6.2b Identify examples of parallelism in writing.

8.6.2c Produce writing that uses parallelism to present items in a series and items juxtaposed for emphasis.

8.6.3a Define subordination, coordination, and noun phrases that function as adjectives.

8.6.3b Locate examples of subordination, coordination, and noun phrases that function as adjectives in writing.

8.6.3c Create sentences that correctly use subordination, coordination, and noun phrases that function as adjectives, and other devices to indicate clearly the relationship between ideas.

8.6.5 Produce increasingly complex writing with correct punctuation (including colons

and semicolons).

8.6.6 Produce increasingly complex writing with correct capitalization.

8.6.7 Produce increasingly complex writing with correct spelling conventions.

8.6.8a Identify infinitives and participles in writing.

8.6.8b Compose sentences that use infinitives and participles correctly.

CC.8.L.1 (8.6.4) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 (8.6.5, 8.6.6, 8.6.7) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

CC.8.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CC.8.L.4 (8.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CC.8.L.5 (8.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.8.L.6 -- 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.

Quarter 2 - Reading Informational Text

8.2.1a Identify elements of consumer materials.

8.2.1b Compare and contrast the structure, format, and purposes of different consumer materials.

8.2.1c Analyze how the structure, format, and purposes of consumer materials affect the overall understanding of the text.

8.2.7 Analyze how the structure, format, and purposes of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents) affect the overall understanding of the text.

8.2.8a Comprehend (or follow) the directions from a technical manual.

8.2.8b Restate and explain the steps from a technical manual to use simple equipment.

CC.8.RI.1 (8.2.9) -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.8.RI.2.a -- Identify ideas that support the central idea.

CC.8.RI.2.b -- Recognize the relationship of ideas that support the central idea.

CC.8.RI.2.d -- Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.

CC.8.RI.2.c -- Analyze the development of the central idea over the course of the text.

CC.8.RI.3 - Analyze how a text makes connections among and distinctions between

individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CC.8.RI.3.a -- Compare how individuals, ideas, and/or events are connected (including classification and analogies).

CC.8.RI.3.b -- Contrast the distinctions between individuals, ideas, and/or events within a text (including classification and analogies).

CC.8.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.4.a -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CC.8.RI.4.b -- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.5 -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CC.8.RI.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.8.RI.6.a (8.2.2) -- Identify evidence the author uses to support his or her viewpoints/position.

CC.8.RI.6.b (8.2.2) -- Identify conflicting evidence or viewpoints presented by the author in a given text.

CC.8.RI.6.c -- Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints.

CC.8.RI.6.d -- Analyze the techniques the author uses to respond to conflicting evidence.

CC.8.RI.6.e -- Support your analysis with examples from the text.

CC.8.RI.7 -- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.8.RI.8 (8.2.6) -- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CC.8.RI.8.a -- Define and identify examples of relevant and irrelevant evidence, sufficient evidence, and sound reasoning in informational text.

CC.8.RI.8.b -- Classify arguments and claims in informational text as either relevant or irrelevant.

CC.8.RI.8.c -- Classify reasoning in informational text as sound or unsound.

CC.8.RI.8.d -- Classify evidence as sufficient or insufficient.

CC.8.RI.8.e -- Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.

CC.8.RI.9 (8.2.3) -- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.8.RI.10 -- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Quarter 2 - Reading Literature

8.3.1b Explain the characteristics and features of ballads, lyrics, couplets, epics, elegies, odes, haiku, and sonnets.

8.3.1c Describe the relationship between the purposes and characteristics of each form of poetry.

8.3.6b Identify important literary devices such as metaphor, symbolism, dialect, quotations, and irony.

8.3.6c Explain how these devices define a writer's style and affect interpretations of the work.

CC.8.RL.1 -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RL.1.a -- Identify the key ideas explicitly stated in the text.

CC.8.RL.1.b -- Identify and cite the evidence in the text that strongly supports the key ideas.

CC.8.RL.1.c -- Recognize the difference between inference and what is explicitly stated in the text.

CC.8.RL.1.d -- Analyze text by making inferences about what a text says that is not directly stated.

CC.8.RL.1.e -- Analyze text by evaluating which evidence most strongly supports the identified key ideas.

CC.8.RL.1.f -- Cite the evidence used that most strongly supports an analysis of what the text says explicitly.

CC.8.RL.2 (8.5.5)-- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.8.RL.2.a -- Understand the theme and central idea of a text.

CC.8.RL.2.b -- Know literary elements (characters, setting, plot).

CC.8.RL.2.c -- Understand how to objectively summarize a text.

CC.8.RL.2.d -- Analyze the development of a theme or central idea over the course of a text.

CC.8.RL.2.e -- Analyze a theme's relationship to the literary elements over the course of a text.

CC.8.RL.2.f (8.5.5) -- Provide an objective summary of the text.

CC.8.RL.3 (8.3.2) -- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.8.RL.3.a -- Identify dialogue, plot, and characterization.

CC.8.RL.3.b -- Analyze how lines of dialogue propel action, reveal characters, and provoke decisions.

CC.8.RL.3.c -- Analyze how incidents in a story propel action, reveal characters, and provoke decisions.

CC.8.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RL.4.a -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CC.8.RL.4.b -- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions, to other texts.

CC.8.RL.5 -- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.8.RL.5.a -- Compare and contrast the structure of two or more texts.

CC.8.RL.5.b -- Analyze how the differing structure of each text contributes to its meaning and style.

CC.8.RL.6 -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.8.RL.7 -- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CC.8.RL.7.a -- Compare and contrast text (story or drama) and live or filmed production.

CC.8.RL.7.b -- Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production.

CC.8.RL.7.c -- Evaluate the outcome/impact of choices made by directors and actors (their motivation, etc.).

CC.8.RL.9 -- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CC.8.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Quarter 2 - Writing

8.4.7 Review and revise writing for meaning and clarity using a variety of strategies.

8.4.7b Evaluate writing for meaning and clarity using a variety of strategies.

8.4.7c Revise writing for meaning and clarity using a variety of strategies.

8.4.8a Use an editing checklist with specific examples of corrections of frequent errors to edit and proofread one's own writing.

8.4.8b Use an editing checklist with specific examples of corrections of frequent errors to edit and proofread the writing of others.

8.4.9a Revise writing for word choice using a variety of strategies.

8.4.9b Revise writing for appropriate organization using a variety of strategies.

8.4.9c Revise writing for consistent point of view using a variety of strategies.

8.4.9d Revise writing for transitions among paragraphs, passages, and ideas using a variety of strategies.

8.5.2a Demonstrate careful reading and insight into interpretations in written response to literature.

8.5.2b Make connections to the writer's techniques and to specific textual references when writing responses to literature.

8.5.2c Support inferences about the effects of a literary work on its audience when writing responses to literature.

8.5.2d Support statements with evidence from the text when writing responses to literature.

8.5.4a Create a well-defined thesis that makes a clear and knowledgeable appeal when writing persuasive compositions.

8.5.4b Include detailed evidence, examples, and reasoning to support effective arguments and emotional appeals when writing persuasive compositions.

8.5.4c Identify possible reader concerns and counterarguments when writing persuasive arguments.

8.5.4d Arrange details, reasons, and examples effectively to answer reader concerns and counterarguments when writing persuasive compositions.

8.5.5c Apply formatting techniques, including headings and changing the fonts to aid comprehension when writing technical documents.

8.5.6 Write using precise word choices to make writing interesting and exact.

CC.8.W.1 -- Write arguments to support claims with clear reasons and relevant evidence.

CC.8.W.2 (8.4.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.8.W.3 -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.8.W.4 (8.4.9, 8.5.7) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.W.5 (8.4.1, 8.4.7, 8.4.8, 8.4.9, 8.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.W.6 (8.4.6a, b) -- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.8.W.7 (8.4.11, 8.5.3) -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.W.8 (8.4.4, 8.4.5, 8.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.W.9 (8.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.8.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 2 - Speaking and Listening

CC.8.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.8.SL.2 -- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.8.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and

identifying when irrelevant evidence is introduced.

CC.8.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 2 - Language

8.1.1e Interpret the figurative or literal meaning of a phrase based on the use of idioms and comparisons.

8.6.1c Compose correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.

8.6.4 Edit increasingly complex written manuscripts to ensure that correct grammar is used.

8.6.5 Produce increasingly complex writing with correct punctuation (including colons and semicolons).

8.6.6 Produce increasingly complex writing with correct capitalization.

8.6.7 Produce increasingly complex writing with correct spelling conventions.

CC.8.L.1 (8.6.4) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 (8.6.5, 8.6.6, 8.6.7) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

CC.8.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CC.8.L.4 (8.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CC.8.L.5 (8.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.8.L.6 -- 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.

Quarter 3 - Reading Informational Text

8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.

8.2.4 Compare an original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.

CC.8.RI.1 (8.2.9) -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CC.8.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.5 -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CC.8.RI.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.8.RI.7 -- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.8.RI.8 (8.2.6) -- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CC.8.RI.9 (8.2.3) -- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.8.RI.10 -- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Quarter 3 - Reading Literature

8.3.1b Explain the characteristics and features of ballads, lyrics, couplets, epics, elegies, odes, haiku, and sonnets.

8.3.1c Describe the relationship between the purposes and characteristics of each form of poetry.

8.3.4 Analyze how the setting impacts the mood, tone, and meaning of the text and its importance.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear in traditional and contemporary literature.

8.3.6b Identify important literary devices such as metaphor, symbolism, dialect, quotations, and irony.

8.3.6c Explain how these devices define a writer's style and affect interpretations of the work.

8.3.7a Locate examples of an author's heritage, traditions, attitudes, and beliefs in a work of literature.

8.3.7b Critique how an author's heritage, traditions, attitudes, and beliefs influence a work of literature.

CC.8.RL.1 -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RL.2 (8.5.5)-- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.8.RL.3 (8.3.2) -- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.8.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RL.5 -- Compare and contrast the structure of two or more texts and analyze

how the differing structure of each text contributes to its meaning and style.

CC.8.RL.6 -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.8.RL.7 -- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CC.8.RL.9 -- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CC.8.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Quarter 3 - Writing

8.4.7 Review and revise writing for meaning and clarity using a variety of strategies.

8.4.7b Evaluate writing for meaning and clarity using a variety of strategies.

8.4.7c Revise writing for meaning and clarity using a variety of strategies.

8.5.2a Demonstrate careful reading and insight into interpretations in written response to literature.

8.5.2b Make connections to the writer's techniques and to specific textual references when writing responses to literature.

8.5.2c Support inferences about the effects of a literary work on its audience when writing responses to literature.

8.5.2d Support statements with evidence from the text when writing responses to literature.

8.5.6 Write using precise word choices to make writing interesting and exact.

CC.8.W.1 -- Write arguments to support claims with clear reasons and relevant evidence.

CC.8.W.2 (8.4.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.8.W.3 -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.8.W.4 (8.4.9, 8.5.7) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.W.5 (8.4.1, 8.4.7, 8.4.8, 8.4.9, 8.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.W.6 (8.4.6a, b) -- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.8.W.7 (8.4.11, 8.5.3) -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.W.8 (8.4.4, 8.4.5, 8.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.W.9 (8.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.8.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 3 - Speaking and Listening

CC.8.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.8.SL.2 -- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.8.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CC.8.SL.4 -- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.8.SL.5 -- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CC.8.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 3 - Language

8.1.1d Distinguish between the features of idioms, analogies, allusions, comparisons, similes, and metaphors.

8.1.1e Interpret the figurative or literal meaning of a phrase based on the use of idioms and comparisons.

8.6.1c Compose correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.

8.6.3b Locate examples of subordination, coordination, and noun phrases that function as adjectives in writing.

8.6.3c Create sentences that correctly use subordination, coordination, and noun phrases that function as adjectives, and other devices to indicate clearly the relationship between ideas.

8.6.5 Produce increasingly complex writing with correct punctuation (including colons and semicolons).

8.6.6 Produce increasingly complex writing with correct capitalization.

8.6.7 Produce increasingly complex writing with correct spelling conventions.

CC.8.L.1 (8.6.4) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 (8.6.5, 8.6.6, 8.6.7) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

CC.8.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CC.8.L.4 (8.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CC.8.L.5 (8.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.8.L.6 -- 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.

Quarter 4 - Reading Informational Text

8.2.2 Analyze text that uses proposition (statement of argument) and support patterns.

CC.8.RI.1 (8.2.9) -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.8.RI.2.a -- Identify ideas that support the central idea.

CC.8.RI.2.b -- Recognize the relationship of ideas that support the central idea.

CC.8.RI.2.c -- Analyze the development of the central idea over the course of the text.

CC.8.RI.2.d -- Provide an objective summary that includes the relationship of supporting ideas to the development of the central idea.

CC.8.RI.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CC.8.RI.3.a -- Compare how individuals, ideas, and/or events are connected (including classification and analogies).

CC.8.RI.3.b -- Contrast the distinctions between individuals, ideas, and/or events within a text (including classification and analogies).

CC.8.RI.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.4.a -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CC.8.RI.4.b -- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RI.5 -- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CC.8.RI.6 - Determine an author's point of view or purpose in a text and analyze how

the author acknowledges and responds to conflicting evidence or viewpoints.

CC.8.RI.6.a (8.2.2) -- Identify evidence the author uses to support his or her viewpoints/position.

CC.8.RI.6.b (8.2.2) -- Identify conflicting evidence or viewpoints presented by the author in a given text.

CC.8.RI.6.c -- Compare and contrast the author's evidence and/or viewpoints to the conflicting evidence and/or viewpoints.

CC.8.RI.6.d -- Analyze the techniques the author uses to respond to conflicting evidence.

CC.8.RI.6.e -- Support your analysis with examples from the text.

CC.8.RI.7 -- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.8.RI.8 (8.2.6) -- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CC.8.RI.8.a -- Define and identify examples of relevant and irrelevant evidence, sufficient evidence, and sound reasoning in informational text.

CC.8.RI.8.b -- Classify arguments and claims in informational text as either relevant or irrelevant.

CC.8.RI.8.c -- Classify reasoning in informational text as sound or unsound.

CC.8.RI.8.d -- Classify evidence as sufficient or insufficient.

CC.8.RI.8.e -- Evaluate an argument in a text based on sound reasoning, and relevant and sufficient evidence.

CC.8.RI.9 (8.2.3) -- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.8.RI.10 -- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Quarter 4 - Reading Literature

8.3.1b Explain the characteristics and features of ballads, lyrics, couplets, epics, elegies, odes, haiku, and sonnets.

8.3.1c Describe the relationship between the purposes and characteristics of each form of poetry.

8.3.4 Analyze how the setting impacts the mood, tone, and meaning of the text and its importance.

8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear in traditional and contemporary literature.

8.3.6a Define dialect and irony.

8.3.6b Identify important literary devices such as metaphor, symbolism, dialect, quotations, and irony.

8.3.6c Explain how these devices define a writer's style and affect interpretations of the work.

8.3.7a Locate examples of an author's heritage, traditions, attitudes, and beliefs in a work of literature.

8.3.7b Critique how an author's heritage, traditions, attitudes, and beliefs influence a

work of literature.

CC.8.RL.1 -- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.RL.1.a -- Identify the key ideas explicitly stated in the text.

CC.8.RL.1.b -- Identify and cite the evidence in the text that strongly supports the key ideas.

CC.8.RL.1.c -- Recognize the difference between inference and what is explicitly stated in the text.

CC.8.RL.1.d -- Analyze text by making inferences about what a text says that is not directly stated.

CC.8.RL.1.e -- Analyze text by evaluating which evidence most strongly supports the identified key ideas.

CC.8.RL.1.f -- Cite the evidence used that most strongly supports an analysis of what the text says explicitly.

CC.8.RL.2 (8.5.5)-- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.8.RL.2.a -- Understand the theme and central idea of a text.

CC.8.RL.2.b -- Know literary elements (characters, setting, plot).

CC.8.RL.2.c -- Understand how to objectively summarize a text.

CC.8.RL.2.d -- Analyze the development of a theme or central idea over the course of a text.

CC.8.RL.2.e -- Analyze a theme's relationship to the literary elements over the course of a text.

CC.8.RL.2.f (8.5.5) -- Provide an objective summary of the text.

CC.8.RL.3 (8.3.2) -- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.8.RL.3.a -- Identify dialogue, plot, and characterization.

CC.8.RL.3.b -- Analyze how lines of dialogue propel action, reveal characters, and provoke decisions.

CC.8.RL.3.c -- Analyze how incidents in a story propel action, reveal characters, and provoke decisions.

CC.8.RL.4 -- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.RL.4.a -- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CC.8.RL.4.b -- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions, to other texts.

CC.8.RL.5 -- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.8.RL.5.b -- Analyze how the differing structure of each text contributes to its meaning and style.

CC.8.RL.5.a -- Compare and contrast the structure of two or more texts.

CC.8.RL.6 -- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such

effects as suspense or humor.

CC.8.RL.7 -- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CC.8.RL.7.a -- Compare and contrast text (story or drama) and live or filmed production.

CC.8.RL.7.b -- Analyze the faithfulness or departure between the text (story or drama) and the live or filmed production.

CC.8.RL.7.c -- Evaluate the outcome/impact of choices made by directors and actors (their motivation, etc.).

CC.8.RL.9 -- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CC.8.RL.10 -- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Quarter 4 - Writing

8.4.7 Review and revise writing for meaning and clarity using a variety of strategies.

8.4.8a Use an editing checklist with specific examples of corrections of frequent errors to edit and proofread one's own writing.

8.4.8b Use an editing checklist with specific examples of corrections of frequent errors to edit and proofread the writing of others.

8.4.9a Revise writing for word choice using a variety of strategies.

8.4.9b Revise writing for appropriate organization using a variety of strategies.

8.4.9c Revise writing for consistent point of view using a variety of strategies.

8.4.9d Revise writing for transitions among paragraphs, passages, and ideas using a variety of strategies.

8.4.11a Identify topics leading to inquiry, investigation, and research.

8.4.11b Ask and evaluate questions leading to inquiry, investigation, and research.

8.4.11c Develop ideas leading to inquiry, investigation, and research.

8.5.6 Write using precise word choices to make writing interesting and exact.

CC.8.W.1 -- Write arguments to support claims with clear reasons and relevant evidence.

CC.8.W.2 (8.4.2) -- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.8.W.3 -- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC.8.W.4 (8.4.9, 8.5.7) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.W.5 (8.4.1, 8.4.7, 8.4.8, 8.4.9, 8.4.10) -- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.W.6 (8.4.6a, b) -- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well

as to interact and collaborate with others.

CC.8.W.7 (8.4.11, 8.5.3) -- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.W.8 (8.4.4, 8.4.5, 8.5.3) -- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.W.9 (8.5.3) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.8.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Quarter 4 - Speaking and Listening

CC.8.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.8.SL.2 -- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.8.SL.3 -- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CC.8.SL.4 -- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.8.SL.5 -- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CC.8.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 4 - Language

8.1.1a Define literal meaning, figurative meaning, and connotative meaning.

8.1.1b Identify idiom, analogy, allusion, comparison, simile and metaphor.

8.1.1c Describe the features of idioms, analogies, allusions, comparisons, similes, and metaphors.

8.1.1d Distinguish between the features of idioms, analogies, allusions, comparisons, similes, and metaphors.

8.1.1e Interpret the figurative or literal meaning of a phrase based on the use of idioms and comparisons.

8.6.1c Compose correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.

8.6.4 Edit increasingly complex written manuscripts to ensure that correct grammar is used.

8.6.5 Produce increasingly complex writing with correct punctuation (including colons and semicolons).

8.6.7 Produce increasingly complex writing with correct spelling conventions.

CC.8.L.1 (8.6.4) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 (8.6.5, 8.6.6, 8.6.7) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

CC.8.L.3 -- Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CC.8.L.4 (8.1.3) -- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CC.8.L.5 (8.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.8.L.6 -- 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.

Course: ENGLISH 9 INDIANA AND COMMON CORE

Quarter 1 - Reading Informational Text

CC.9-10.RI.1 (9.2.8) -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RI.2 (9.5.3) -- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.RI.2.a -- Determine a central idea of a text.

CC.9-10.RI.2.b -- Analyze the development of a central idea over the course of the text, using specific details.

CC.9-10.RI.2.c -- Provide an objective summary of the text.

CC.9-10.RI.3 (9.2.7) -- 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.

CC.9-10.RI.4 (9.1.2) -- 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).

CC.9-10.RI.5 (9.2.1, 9.2.6) -- 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).

CC.9-10.RI.6 (9.2.7) -- 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.

CC.9-10.RI.7 -- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CC.9-10.RI.8 (9.2.7) -- 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.

CC.9-10.RI.9 -- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CC.9-10.RI.10 -- By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 1 - Reading Literature

9.3.1a Identify and describe the characteristics of different forms of dramatic literature including comedy, tragedy, and dramatic monologue.

9.3.1b Explain and compare the purposes of different forms of dramatic literature including comedy, tragedy, and dramatic monologue.

9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

9.3.10a Define the terms dialogue, soliloquy, aside, and character foil.

9.3.10b Identify and describe different stage designs in dramatic literature.

9.3.10c Evaluate how dialogue affects plot, advances the action, and/or reveals information about characters in dramatic literature.

9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

CC.9-10.RL.1 -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RL.2 (9.3.2, 9.3.5, 9.5.3) -- 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.

CC.9-10.RL.3 (9.3.3) -- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.9-10.RL.4 (9.3.11) -- 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).

CC.9-10.RL.5 (9.3.6) -- 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.

CC.9-10.RL.6 -- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CC.9-10.RL.7 -- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CC.9-10.RL.9 -- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CC.9-10.RL.10 -- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 1 - Writing

CC.9-10.W.1 (9.4.13, 9.5.4) -- Create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CC.9-10.W.2 (9.4.3, 9.5.3) -- Establish and maintain formal and objective style while attending to the norms or details of the discipline in which students are writing.

CC.9-10.W.3 (9.4.3, 9.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.9-10.W.4 (9.4.2, 9.5.8) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Note: The Common Core does not ask students to write a thesis as in 9.4.2, rather they establish claims.

CC.9-10.W.5 (9.4.10, 9.4.11, 9.4.12) -- 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.

CC.9-10.W.6 (9.2.5, 9.4.9) -- 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.

CC.9-10.W.7 (9.2.3, 9.4.6, 9.5.9) -- 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.

CC.9-10.W.8 (9.2.2, 9.2.4, 9.4.4, 9.4.6, 9.4.7, 9.4.8, 9.5.9) -- 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.

CC.9-10.W.9 (9.4.5, 9.5.2) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.10 (9.5.8) -- 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.

Quarter 1 - Speaking and Listening

CC.9-10.SL.1 -- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 -- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.3 -- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.9-10.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 1 - Language

9.1.3a Identify words and phrases taken from Greek, Roman, and other mythologies.

9.1.3b Explain the meaning of words and phrases by comprehending and describing the myths that inspired their use.

CC.9-10.L.1 (9.6.1, 9.6.2) -- Demonstrate command of the conventions of standard English

CC.9-10.RI.8 (9.2.7) -- 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.

CC.9-10.RI.9 -- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CC.9-10.RI.10 -- By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 2 - Reading Literature

9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

CC.9-10.RL.1 -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RL.2 (9.3.2, 9.3.5, 9.5.3) -- 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.

CC.9-10.RL.3 (9.3.3) -- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.9-10.RL.4 (9.3.11) -- 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).

CC.9-10.RL.5 (9.3.6) -- 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.

CC.9-10.RL.6 -- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CC.9-10.RL.7 -- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CC.9-10.RL.9 -- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later

author draws on a play by Shakespeare).

CC.9-10.RL.10 -- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 2 - Writing

CC.9-10.W.1 (9.4.13, 9.5.4) -- Create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CC.9-10.W.2 (9.4.3, 9.5.3) -- Establish and maintain formal and objective style while attending to the norms or details of the discipline in which students are writing.

CC.9-10.W.3 (9.4.3, 9.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.9-10.W.4 (9.4.2, 9.5.8) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Note: The Common Core does not ask students to write a thesis as in 9.4.2, rather they establish claims.

CC.9-10.W.5 (9.4.10, 9.4.11, 9.4.12) -- 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.

CC.9-10.W.6 (9.2.5, 9.4.9) -- 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.

CC.9-10.W.7 (9.2.3, 9.4.6, 9.5.9) -- 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.

CC.9-10.W.8 (9.2.2, 9.2.4, 9.4.4, 9.4.6, 9.4.7, 9.4.8, 9.5.9) -- 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.

CC.9-10.W.9 (9.4.5, 9.5.2) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.10 (9.5.8) -- 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.

Quarter 2 - Speaking and Listening

CC.9-10.SL.1 -- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 -- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.3 -- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.9-10.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 2 - Language

9.1.3a Identify words and phrases taken from Greek, Roman, and other mythologies.

9.1.3b Explain the meaning of words and phrases by comprehending and describing the myths that inspired their use.

CC.9-10.L.1 (9.6.1, 9.6.2) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 (9.6.1, 9.6.3) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Spell correctly.

CC.9-10.L.3 (9.6.4) -- 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.

CC.9-10.L.4 (9.1.2) -- For unknown words, 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.

CC.9-10.L.5 (9.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

CC.9-10.L.6 (9.5.7) -- 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.

Quarter 3 - Reading Literature

9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

CC.9-10.RL.1 -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RL.2 (9.3.2, 9.3.5, 9.5.3) -- 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.

CC.9-10.RL.3 (9.3.3) -- Analyze how complex characters (e.g., those with multiple or

conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.9-10.RL.4 (9.3.11) -- 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).

CC.9-10.RL.5 (9.3.6) -- 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.

CC.9-10.RL.6 -- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CC.9-10.RL.7 -- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CC.9-10.RL.9 -- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CC.9-10.RL.10 -- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 3 - Reading Informational Text

CC.9-10.RI.1 (9.2.8) -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RI.2 (9.5.3) -- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.RI.2.a -- Determine a central idea of a text.

CC.9-10.RI.2.b -- Analyze the development of a central idea over the course of the text, using specific details.

CC.9-10.RI.2.c -- Provide an objective summary of the text.

CC.9-10.RI.3 (9.2.7) -- 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.

CC.9-10.RI.4 (9.1.2) -- 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).

CC.9-10.RI.5 (9.2.1, 9.2.6) -- 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).

CC.9-10.RI.6 (9.2.7) -- 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.

CC.9-10.RI.7 -- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in

each account.

CC.9-10.RI.8 (9.2.7) -- 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.

CC.9-10.RI.9 -- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CC.9-10.RI.10 -- By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 3 - Writing

CC.9-10.W.1 (9.4.13, 9.5.4) -- Create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CC.9-10.W.2 (9.4.3, 9.5.3) -- Establish and maintain formal and objective style while attending to the norms or details of the discipline in which students are writing.

CC.9-10.W.3 (9.4.3, 9.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.9-10.W.4 (9.4.2, 9.5.8) -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Note: The Common Core does not ask students to write a thesis as in 9.4.2, rather they establish claims.

CC.9-10.W.5 (9.4.10, 9.4.11, 9.4.12) -- 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.

CC.9-10.W.6 (9.2.5, 9.4.9) -- 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.

CC.9-10.W.7 (9.2.3, 9.4.6, 9.5.9) -- 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.

CC.9-10.W.8 (9.2.2, 9.2.4, 9.4.4, 9.4.6, 9.4.7, 9.4.8, 9.5.9) -- 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.

CC.9-10.W.9 (9.4.5, 9.5.2) -- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.10 (9.5.8) -- 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.

Quarter 3 - Speaking and Listening

CC.9-10.SL.1 -- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 -- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.3 -- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.9-10.SL.4 -- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.9-10.SL.5 -- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 3 - Language

9.1.3a Identify words and phrases taken from Greek, Roman, and other mythologies.

9.1.3b Explain the meaning of words and phrases by comprehending and describing the myths that inspired their use.

CC.9-10.L.1 (9.6.1, 9.6.2) -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.9-10.L.2 (9.6.1, 9.6.3) -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Spell correctly.

CC.9-10.L.3 (9.6.4) -- 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.

CC.9-10.L.4 (9.1.2) -- For unknown words, 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.

CC.9-10.L.5 (9.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

CC.9-10.L.6 (9.5.7) -- 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.

Quarter 4 - Speaking and Listening

CC.9-10.SL.1 -- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 -- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.3 -- Evaluate a speaker's point of view, reasoning, and use of evidence and

rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.9-10.SL.6 -- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Quarter 4 - Reading Informational Text

CC.9-10.RI.1 (9.2.8) -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RI.2 (9.5.3) -- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.RI.2.a -- Determine a central idea of a text.

CC.9-10.RI.2.b -- Analyze the development of a central idea over the course of the text, using specific details.

CC.9-10.RI.2.c -- Provide an objective summary of the text.

CC.9-10.RI.3 (9.2.7) -- 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.

CC.9-10.RI.4 (9.1.2) -- 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).

CC.9-10.RI.5 (9.2.1, 9.2.6) -- 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).

CC.9-10.RI.6 (9.2.7) -- 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.

CC.9-10.RI.7 -- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CC.9-10.RI.8 (9.2.7) -- 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.

CC.9-10.RI.9 -- Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CC.9-10.RI.10 -- By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Quarter 4 - Writing

CC.9-10.W.1 (9.4.13, 9.5.4) -- Create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CC.9-10.W.2 (9.4.3, 9.5.3) -- Establish and maintain formal and objective style while attending to the norms or details of the discipline in which students are writing.

CC.9-10.W.3 (9.4.3, 9.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.9-10.L.4 (9.1.2) -- For unknown words, 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.

CC.9-10.L.5 (9.1.1) -- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

CC.9-10.L.6 (9.5.7) -- 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.

Quarter 4 - Reading Literature

9.3.1a Identify and describe the characteristics of different forms of dramatic literature including comedy, tragedy, and dramatic monologue.

9.3.1b Explain and compare the purposes of different forms of dramatic literature including comedy, tragedy, and dramatic monologue.

9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

9.3.10a Define the terms dialogue, soliloquy, aside, and character foil.

9.3.10b Identify and describe different stage designs in dramatic literature.

9.3.10c Evaluate how dialogue affects plot, advances the action, and/or reveals information about characters in dramatic literature.

9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

CC.9-10.RL.1 -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC.9-10.RL.2 (9.3.2, 9.3.5, 9.5.3) -- 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.

CC.9-10.RL.3 (9.3.3) -- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.9-10.RL.4 (9.3.11) -- 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).

CC.9-10.RL.5 (9.3.6) -- 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.

CC.9-10.RL.6 -- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CC.9-10.RL.7 -- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

CC.9-10.RL.9 -- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CC.9-10.RL.10 -- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Course - GRADE 6 INDIANA AND COMMON CORE MATH

Unit-Quarter 1 :: Topic-The Number System: Fractions, Decimals, and Percents

6.1.3a Compare positive fractions, decimals and mixed numbers using the symbols $<$, $>$, or $=$. Note: Students may use conversions or their number sense of the relative size of numbers to compare.

6.1.3b Plot points on a number line to represent positive fractions, mixed numbers and decimals.

6.1.3c Plot the approximate location of positive fractions, decimals and mixed numbers on a number line.

6.1.4a Convert fractions (proper and improper) and mixed numbers to percents.

6.1.4b Convert fractions (proper and improper) and mixed numbers to decimals.

6.1.4c Convert decimals (including those greater than one) to percents.

6.1.4d Convert decimals (including those greater than one) to fractions.

6.1.4e Convert percents (including those greater than 100%) to fractions.

6.1.4f Convert percents (including those greater than 100%) to decimals.

6.1.5a Name the equivalent decimal for a common fraction (halves, thirds, fourths, fifths, tenths) using mental math.

6.1.5b (6.7.7) Select an appropriate form of the number (fraction or decimal) to solve problem situations. Ex: Jeans that normally cost \$39.99 are on sale for 30% off. Will you use $\frac{3}{10}$ or 0.3 to mentally compute/approximate the amount you will save? Explain.

6.1.7a Define common factor and greatest common factor.

6.1.7b Define common multiple and least common multiple.

6.1.7c Determine the least common multiple of two or more numbers.

6.1.7d Find a common denominator for adding and subtracting fractions by determining the least common multiple of two or more numbers.

6.1.7e Write or state the divisibility rules for 2, 3, 4, 5, 6 and 10 to assist in finding factors of numbers.

6.1.7f Determine the greatest common factor of two numbers.

6.1.7g Simplify fractions by determining the greatest common factor of two numbers.

6.1.7h Determine the least common multiple of two or more numbers to solve problems. Ex: There are 8 hot dog buns in one package of buns. There are ten hot dogs in one package of hot dogs. How many packages of each must be purchased to have the same number of hot dogs and buns?

6.2.3a Multiply decimals up to thousandths by a whole number.

6.2.3b Multiply a decimal number (up to thousandths) by a decimal number (up to thousandths).

6.2.3c Divide whole numbers by decimals up to thousandths. Ex: Explore quotients with repeating decimals, using the vocabulary of "repeating" and "terminating."

6.2.3d Divide decimal numbers (up to thousandths) by a whole number. Ex: Explore quotients with repeating decimals, using the vocabulary of "repeating" and "terminating."

6.2.3e Divide a decimal number (up to thousandths) by a decimal number (up to thousandths). Ex: Explore quotients with repeating decimals, using the vocabulary of "repeating" and "terminating."

6.2.4a Explain orally or in writing how to multiply and divide fractions and perform the calculations. Explain why these procedures make sense.

6.2.5a Solve problems involving addition, subtraction of positive fractions and explain why a particular operation was used for a given situation.

6.2.5b Solve problems involving multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

6.2.8a Calculate given percentages of a quantity using both decimal and fractional representations of the percent.

6.2.8b Solve problems involving discounts at sales given the original price and the discount rate. Ex: Solve for both the sale price and the amount saved.

6.2.8c Solve problems involving simple interest earned given principal and interest rate. Ex: Solve for both interest earned and total balance.

6.2.8d (6.2.9) Solve problems involving tips given the cost of the service and the tip percentage. Ex: Solve for both the amount of tip and the total cost of the service including tip. Practice using mental math to solve and estimate answers to problems involving 5%, 10%, 15% and 20%.

6.2.9a (6.7.10) Estimate to decide whether an answer to a decimal computational problem (all four operations) is reasonable.

6.2.9b (6.7.10) Estimate to decide whether the answer to a decimal problem is reasonable within the context of a given problem solving situation. (any of the

four operations). Note: Include both reasonableness looking at the size of the number compared to the unit (If 1 computer costs \$899.99, is \$90,000 a reasonable cost for 10 computers?) as well as an interpretation of the decimal remainder (Ex: answer: 7.26 buses. Do I need 7 buses or 8 buses?)

6.2.10a (6.7.9) Compute mentally the solution to addition and subtraction problems using simple fractions (halves, thirds, fourths, fifths, sixths, eighths, tenths).

6.2.10b (6.7.9) Compute mentally the solution to addition and subtraction problems using simple decimals (including decimals added to and subtracted from whole numbers).

CC.6.RP.3c Solve problems involving finding the whole, given a part and the percent. Note: This extends IAS 6.2.8.

6.5.10a Add and subtract with money in decimal notation to solve problems.

6.5.10b Multiply and divide with money in decimal notation. Interpret and/or round the results to the appropriate number of digits.

6.5.10c Solve problems using multiplication and division with money in decimal notation.

CC.6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

Unit-Quarter 1 :: Topic-The Number System: Integers

6.1.1a Define negative numbers. Include the definition of integers and their opposites.

6.1.1b Represent given situations using positive and negative numbers. Examples: 5 degrees below zero, 15 yards gained on the football field, 327 feet below sea level, etc.

6.1.1c Solve problems involving the concept of integers (e.g., on a number line, in counting, in temperature, in "owing"). Ex: My bank account is overdrawn by \$15. How much money must I deposit to have a balance of \$20?

6.1.2a Define and model the concept of absolute value for any integer, positive or negative fraction, and positive or negative decimal.

6.1.2b State and write the absolute value of any integer, positive or negative fraction, and positive or negative decimal.

6.1.3d Compare integers and plot them on a number line.

6.1.3e Compare integers, positive and negative fractions, positive and negative decimals, and positive and negative mixed numbers.

6.1.3f Plot integers, positive and negative fractions, positive and negative decimals, and positive and negative mixed numbers.

6.1.3g Plot the approximate location of integers, positive and negative fractions, positive and negative decimals, and positive and negative mixed numbers on a number line.

6.2.1a Using models, determine the results of using addition on integers by doing the following: adding two positives, adding two negatives, and adding a positive and a negative.

6.2.1b Analyze the results of addition on integers; state and justify the rules for adding integers.

6.2.1c Using models, determine the results of using subtraction on integers by doing the following: subtracting two positives, subtracting two negatives, adding a positive and a negative.

6.2.1d Analyze the results of subtraction on integers; state and justify the rules for subtracting integers.

6.2.2a Using models, determine the results of using multiplication on integers by doing the following: multiplying two positives, multiplying two negatives, multiplying a positive and a negative.

6.2.2b Analyze the results of multiplication on integers; state and justify the rules for multiplying integers.

6.2.2c Using models, determine the results of using division on integers by doing the following: dividing two positives, dividing two negatives, and dividing a positive and a negative.

6.2.2d Analyze the results of division on integers; state and justify the rules for dividing integers.

Unit-Quarter 1 :: Topic-Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

6.7.1a Analyze problems by identifying relationships, telling relevant from

irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

6.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

6.7.3a Decide when and how to divide a problem into simpler parts.

6.7.4a Apply strategies and results from simpler problems to solve more complex problems.

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.8a Use graphing to estimate solutions and check the estimates with analytic approaches.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

6.7.10a Explain whether a solution is reasonable in the context of the original situation.

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Unit-Quarter 2 :: Topic-Expressions and Equations

6.3.1a Translate a verbal situation into a one-step equation with one variable.

6.3.1b Solve one-step linear equations with one variable algebraically.

6.3.1c Translate a verbal situation into a one-step inequality with one variable.

6.3.1d Solve one-step inequalities with one variable algebraically.

6.3.2a Write an equation based on a formula to solve a problem situation.

6.3.2b Solve an equation (based on a formula) for an unknown quantity.

6.3.3a Interpret mathematical expression that use grouping symbols (e.g., parentheses).

6.3.4a Place parentheses in a given expression to equal a particular value.

6.3.4b Create expressions placing parentheses to indicate which operation to perform first.

6.3.4c Write an expression from a situation and place parentheses to indicate which operation to perform first.

6.3.5a Describe geometric quantities using variable expressions. Ex: Given the length of the side of a square (x), write an expression to represent the perimeter. Given a rectangle with a length of 5 and a width of y , write an expression to represent the area of the rectangle. Write an expression to represent the perimeter of the rectangle.

6.3.6a (and 6.3.3) State or write the purpose and process of the order of operations.

6.3.6b (and 6.3.3) Evaluate expressions by applying the correct order of operations.

6.3.6c Generate equivalent expressions by applying the properties of operations.

6.3.7a Define quadrants and label on the coordinate plane.

6.3.7b Identify which quadrant an ordered pair will be graphed based on the (positive or negative) sign of its coordinates.

6.3.7c Write the ordered pair for a given point in a coordinate plane.

6.3.7d Graph ordered pairs in the four quadrants of the coordinate plane.

6.3.8a Define linear functions.

6.3.8b Write solutions of linear functions with integer values as ordered pairs with the use of function tables.

6.3.8c Write a linear equation from a situation and graph the resulting ordered pairs of integers on a coordinate plane.

6.3.9a Investigate and state observations of how a change in one variable of a linear function relates to a change in the second variable.

6.5.8a Compute the surface area of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems. Note: Ensure that the dimensions of the prisms include fractional lengths.

6.5.8b Compute the volume of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

6.5.8f Compute the volume of a cylinder using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

Unit-Quarter 2 :: Topic-Ratios and Proportional Relationships

6.1.6a Model ratios using objects, drawings, or other concrete or pictorial representations.

6.2.6a Define ratio using the notations: a/b , a to b , $a:b$.

6.2.6b Interpret ratios to represent the relative size of two quantities. Note: Include situations involving part to part (girls to boys) and part to whole (girls to total students). Connect part to whole situations to prior work with fractions.

CC.6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." Note: this is an extension of IAS 6.2.6.

6.2.7a Define proportion.

6.2.7b Write proportions based on problem situations, using a variable as the unknown.

6.2.7c Solve problems involving proportions.

CC.6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Unit-Quarter 2 :: Topic-Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

6.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

6.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

6.7.3a Decide when and how to divide a problem into simpler parts.

6.7.4a Apply strategies and results from simpler problems to solve more complex problems.

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.8a Use graphing to estimate solutions and check the estimates with analytic approaches.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

6.7.10a Explain whether a solution is reasonable in the context of the original situation.

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Unit-Quarter 3 :: Topic-Geometry

6.4.1a Define, identify, and draw vertical angles.

6.4.1b Define, identify, and draw adjacent angles.

6.4.1c Define, identify, and draw complementary angles.

6.4.1d Define, identify, and draw supplementary angles.

6.4.1e State or write the relationships among vertical, adjacent, complementary, and supplementary angles.

6.4.2a Solve problems involving an unknown angular measure by using the properties of complementary, supplementary, and vertical angles and justify your solutions.

6.4.3a Draw quadrilaterals and triangles from given information about their properties. Note: Include the properties of side length, angle measure, type of triangle or quadrilateral, similarity or congruence, etc.

6.4.4a Explain that the sum of the interior angles of any triangle is 180 degrees after exploring many kinds of triangles.

6.4.4b Explain that the sum of the interior angles of any quadrilateral is 360 degrees after exploring many examples of quadrilaterals.

6.4.4c Find the missing angle measure of triangles and quadrilaterals by using

the properties of the interior angles.

6.5.1a (and 6.5.2) Measure length by selecting appropriate tools and units within the metric or customary English system.

6.5.1b (and 6.5.2) Apply the understanding of the relationships of linear units within the same system to solve problems and make conversions.

6.5.1c (and 6.5.3) Measure area by selecting an appropriate tool and unit within the metric or customary English system. Note: Given measurements of shapes for computing and problem solving should include fractions and decimals.

6.5.1d (and 6.5.3) Apply the understanding of the relationships of square units within the same system to solve problems and make conversions. Note: Given measurements of shapes for computing and problem solving should include fractions and decimals.

6.5.1e Measure volume by selecting appropriate tools and units within the metric or customary English system.

6.5.1f Apply the understanding of volume and cubic units to solve problems.

6.5.1g Measure weight by selecting appropriate tools and units within the metric or customary English system.

6.5.1h Apply the understanding of weight and units of weight to solve problems and make conversions.

6.5.1i Measure time by selecting appropriate tools and units within the customary English system.

6.5.1j Apply the understanding of time and units of time to solve problems and make conversions.

6.5.1k Measure temperature by selecting appropriate tools and units within the metric or customary English system.

6.5.1l (and 6.5.9) Apply the understanding of temperature and units of temperature to solve problems and make conversions.

6.5.1m Measure angles by selecting the appropriate tool and unit within the traditional system.

6.5.1n Apply the understanding of the size of angle and units of angle measurement to solve problems.

6.5.4a Write or state the concept of the constant pi as the ratio of the circumference of a circle to its diameter. Note: Use measurements of actual circles to support this understanding.

6.5.4b Derive the formula for the circumference of a circle using the diameter and circumference measurements from actual circles.

6.5.4c Derive the formula for the area of a circle using a visual proof.

6.5.4d Compute the area and circumference of circles by using formulas to solve problems.

6.5.5a Write or state common estimates for the constant π .

6.5.5b Estimate and calculate the circumference of circles using the common estimates of π . Compare the estimate to the calculation.

6.5.5c Estimate and calculate the area of circles using the common estimates of π . Compare the estimate to the calculation.

6.5.6a Define significant figures (digits).

6.5.6b State or write the number of significant figures (digits) for given whole numbers and decimal numbers.

6.5.6c State or write the rules for addition and subtraction of significant figures (digits).

6.5.6d State or write the rules for multiplication and division of significant figures (digits).

6.5.6e Round answers to an appropriate number of significant figures (digits) in problems using addition, subtraction, multiplication or division.

6.5.7a Construct a cube and other rectangular prisms from two-dimensional patterns (nets).

6.5.7b Create nets for cubes and other rectangular prisms.

6.5.7c Compute the surface area of the prism based on its net.

6.5.8a Compute the surface area of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems. Note: Ensure that the dimensions of the prisms include fractional lengths.

6.5.8b Compute the volume of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

6.5.8c Create nets for cylinders.

6.5.8d Derive the formula for the surface area of a cylinder using its net.

6.5.8e Derive the formula for volume of a cylinder.

6.5.8f Compute the volume of a cylinder using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

6.5.9a Interpret the formula for converting degrees Celsius to degrees Fahrenheit, understanding the role of parentheses in the computation and defining each variable.

6.5.9b Convert temperatures from degrees Celsius to degrees Fahrenheit.

6.5.9c Interpret the formula for converting degrees Fahrenheit to degrees Celsius, defining each variable.

6.5.9d Convert temperatures from degrees Fahrenheit to degrees Celsius.

Unit-Quarter 3 :: Topic-Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

6.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

6.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

6.7.3a Decide when and how to divide a problem into simpler parts.

6.7.4a Apply strategies and results from simpler problems to solve more complex problems.

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.8a Use graphing to estimate solutions and check the estimates with analytic approaches.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

6.7.10a Explain whether a solution is reasonable in the context of the original situation.

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Unit-Quarter 4 :: Topic-Geometry

6.4.5a Define similar figures.

6.4.5b Identify similar figures by proving proportionality.

6.4.5c Draw two-dimensional shapes that are similar.

6.4.5d State the properties of two similar figures that may or may not stay the same.

6.4.6a Define translation.

6.4.6b Draw and identify translations of shapes. Note: Include drawings on the coordinate plane.

6.4.6c Draw and identify reflections of shapes. Note: Include drawings on the coordinate plane.

6.4.7a Draw two-dimensional views of three-dimensional objects.

6.4.7b Select a 2-dimensional view of a 3-dimensional object from a list of possibilities.

Unit-Quarter 4 :: Topic-Statistics and Probability

6.6.1a Explain orally or in writing which types of data displays are appropriate for various data sets.

6.6.1b Create graphs and stem-and-leaf plots to organize single-variable data based on the type of data and the purpose of the graph.

6.6.2a Create frequency tables for given numerical data, grouping the data in different ways to investigate how different groupings describe the data.

6.6.2b Define relative and cumulative frequency.

6.6.2c Determine the relative and cumulative frequency for a given data set.

6.6.2d Display the data from the data set and its relative frequency in histograms.

6.6.2e Display the cumulative frequency in a broken line graph.

6.6.2f Interpret the data from the histograms and broken line graph.

6.6.3a Compare the mean, median and mode for a given set of data.

6.6.3b Select the mean, median or mode as the measure of central tendency that best describes a data set based on the given context.

- 6.6.4a Define and state/write examples of compound events.
- 6.6.4b Define theoretical probability.
- 6.6.4c Display all possible outcomes for compound events in an organized way (e.g. a tree diagram).
- 6.6.4d Determine the theoretical probability of each outcome based on the results of an organizational display.
- 6.6.4e Solve problems involving the probability of compound events.
- 6.6.5a Estimate the probability of future events based on the outcomes of a past event.
- 6.6.5b Assess the accuracy of this estimation based on the data set and situation.
- 6.6.6a Represent probabilities as: ratios, measures of relative frequency, decimals between 0 and 1, and percentages between 0 and 100.
- 6.6.6b Convert probabilities between ratios, decimals, and percentages.
- 6.6.6c Interpret computed probabilities to determine if they are reasonable in the context of a problem situation.

Unit-Quarter 4 :: Topic-Standards for Mathematical Practice

- SMP1. Make sense of problems and persevere in solving them.
- SMP2. Reason abstractly and quantitatively.
- SMP3. Construct viable arguments and critique the reasoning of others.
- SMP4. Model with mathematics.
- SMP5. Use appropriate tools strategically.
- SMP6. Attend to precision
- SMP7. Look for and make use of structure.
- SMP8. Look for and express regularity in repeated reasoning.
- 6.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- 6.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.
- 6.7.3a Decide when and how to divide a problem into simpler parts.
- 6.7.4a Apply strategies and results from simpler problems to solve more complex problems.

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.8a Use graphing to estimate solutions and check the estimates with analytic approaches.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

6.7.10a Explain whether a solution is reasonable in the context of the original situation.

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Course: GRADE 7 INDIANA AND COMMON CORE MATH

Quarter 1 - The Number System

7.1.1a Read orally whole numbers in scientific notation.

7.1.1b Write conversions of whole numbers from standard form to scientific notation.

7.1.1c Write conversions of whole numbers from scientific notation to standard form.

7.1.1d Use $<$, $>$, and $=$ to compare whole numbers in scientific notation.

7.1.1e Solve complex word problems by applying scientific notation when appropriate.

7.1.2a Use $<$, $>$, and $=$ to compare rational numbers.

7.1.2b Place rational numbers on a number line.

7.1.3a Define a rational number as a number that can be expressed as the ratio of two integers.

7.1.3b Define an irrational number as a number that cannot be expressed as the ratio of two integers.

7.1.3c Identify rational numbers from a list.

7.1.3d Identify common irrational numbers from a list.

7.1.4a Define the base, power, and exponent of whole number exponential notation.

7.1.4b Expand whole number powers into repeated multiplication.

7.1.4c Evaluate whole number powers using computation.

7.1.4d Evaluate the power of zero.

7.1.4e Write repeated multiplication as a whole number power.

7.1.5a Use divisibility rules to identify all the factors of a number.

7.1.5b Write the prime factorization of composite numbers using multiplication.

7.1.5c Write the prime factorization of composite numbers using exponents.

7.1.6a State the perfect square factors of a radicand.

7.1.6b Show all square roots have both a negative and positive root.

7.1.6c Determine if a square root is rational or irrational.

7.1.7a Write terminating decimals as simplified fractions.

7.1.7b Write fractions as repeating or terminating decimals.

7.2.1a Apply and extend addition problems that use fractions and decimals.

7.2.1b Apply and extend subtraction problems using fractions and decimals.

7.2.1c Apply and extend division problems using fractions and decimals

7.2.1d Apply and extend multiplication problems using fractions and decimals.

7.2.1k Solve problems containing a combination of number systems. (fractions and decimals)

7.2.1l Solve problems containing combinations of the four operations.

7.2.1m Solve problems containing positive and negative rational numbers and a combination of the four operations.

7.2.1n Explain the methods used to solve problems.

7.2.4a Explain if answers are reasonable in problems involving fractions by using estimation.

7.2.4b Explain if answers are reasonable in problems involving decimals by using estimation.

7.2.5a Calculate computations of simple fractions by applying mental arithmetic.

7.2.5b Calculate computations of simple decimals by applying mental arithmetic.

7.2.5c Evaluate simple powers by applying mental arithmetic.

Quarter 1 - Expressions and Equations

7.3.1a Given a word problem, write an algebraic expression using variables and appropriate operations.

7.3.1b Given a word problem, write a one or two-step equation using variables and appropriate operations.

7.3.1c Given a word problem, write a one or two-step inequality using variables and appropriate operations.

7.3.2a Solve and check two-step equations in one variable.

7.3.2b Solve and check two-step inequalities in one variable.

7.3.3a Deconstruct equations and inequalities using the terms variable, term, coefficient, expression, and constant.

7.3.4a Evaluate numerical expressions using order of operations. (in the order: grouping symbols, exponents, multiplication/division, addition/subtraction)

7.3.4b Simplify algebraic expressions using order of operations. (in the order: grouping symbols, exponents, multiplication/division, addition/subtraction)

7.3.4c Simplify algebraic expression using distributive property.

7.3.4d Justify each step using properties of operations. (identity, inverse, commutative, associative, distributive)

Quarter 1 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

7.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

7.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

7.7.3a Decide when and how to divide a problem into simpler parts.

7.7.4a Apply strategies and results from simpler problems to solve more complex problems.

7.7.5a Make and test conjectures using inductive reasoning.

7.7.6a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

7.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

7.7.8a Select and apply appropriate methods for estimating results of rational-number computation.

7.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

7.7.10a Make precise calculations and check the validity of the results in the context of the problem.

7.7.11a Explain whether a solution is reasonable in the context of the original problem.

7.7.12a Note the method of finding the solution and show a conceptual understanding of the methods by solving similar problems.

Quarter 2 - The Number System

7.2.1e Use the absolute value of a number for integer operations.

7.2.1f Apply and extend addition problems that use integers.

7.2.1g Apply and extend multiplication problems that use integers.

7.2.1h Apply and extend subtraction problems that use integers.

7.2.1i Apply and extend division problems that use integers.

7.2.1j Solve problems containing positive and negative rational numbers. (integers, fractions, and decimals)

7.2.1l Solve problems containing combinations of the four operations.

7.2.1m Solve problems containing positive and negative rational numbers and a combination of the four operations.

7.2.1n Explain the methods used to solve problems.

Quarter 2 - Expressions and Equations

7.3.1d Given a word problem, write a formula using variables and appropriate operations.

7.3.2a Solve and check two-step equations in one variable.

- 7.3.2b Solve and check two-step inequalities in one variable.
- 7.3.2c Graph the solutions to one and two-step equations and inequalities in one variable on a number line.
- 7.3.4a Evaluate numerical expressions using order of operations. (in the order: grouping symbols, exponents, multiplication/division, addition/subtraction)
- 7.3.4b Simplify algebraic expressions using order of operations. (in the order: grouping symbols, exponents, multiplication/division, addition/subtraction)
- 7.3.4c Simplify algebraic expression using distributive property.
- 7.3.4d Justify each step using properties of operations. (identity, inverse, commutative, associative, distributive)
- 7.3.5a Solve an equation or formula with two variables for a particular variable.
- 7.5.4a Use formulas to find perimeter of basic two-dimensional figures.
- 7.5.4b Use formulas to find area of basic two-dimensional figures.
- 7.5.4d Use formulas to find volume of basic three-dimensional figures.
- 7.5.5a Divide complex or irregular two-dimensional figures into basic figures.
- 7.5.5b Estimate the area of complex or irregular two-dimensional figures.
- 7.5.5c Compute the area of complex or irregular two-dimensional figures.

Quarter 2 - Ratios and Proportional Relationships

- 7.2.2a Calculate the percent increase of a quantity.
- 7.2.2b Calculate the percent decrease of a quantity.
- 7.2.2c State if the percent of change is an increase or a decrease.
- 7.2.2d Calculate the original quantity given the percent of increase.
- 7.2.2e Calculate the original quantity given the percent of decrease.
- 7.2.3a Calculate the percent given part and whole.
- 7.2.3b Calculate the part given the percent and whole.

7.2.3c Calculate the whole given the percent and part.

7.2.3d Calculate the discount, markup, or commission given the original amount and the percent of change.

7.2.3e Calculate the percent of change given the original amount and the discount, markup, or commission amount.

7.2.3f Calculate the sale price, retail price, or commission given the percent of change and original amount.

7.5.1a Apply proportional reasoning to convert within measurement systems.

7.5.1b Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.

7.5.2a Experiment and model to visualize similarity problems.

7.5.2b Solve basic similarity problems using proportional reasoning.

7.5.2c Apply the concept of similarity and proportional reasoning to real world situations.

7.5.3a Interpret drawings made to scale.

7.5.3b Create two-dimensional scale drawings and construct three-dimensional scale models.

7.5.3c Solve pictorial and verbal problems related to scale.

Quarter 2 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

7.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

7.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

7.7.3a Decide when and how to divide a problem into simpler parts.

7.7.4a Apply strategies and results from simpler problems to solve more complex problems.

7.7.5a Make and test conjectures using inductive reasoning.

7.7.6a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

7.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

7.7.8a Select and apply appropriate methods for estimating results of rational-number computation.

7.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

7.7.10a Make precise calculations and check the validity of the results in the context of the problem.

7.7.11a Explain whether a solution is reasonable in the context of the original problem.

7.7.12a Note the method of finding the solution and show a conceptual understanding of the methods by solving similar problems.

Quarter 3 - The Number System

7.2.1j Solve problems containing positive and negative rational numbers. (integers, fractions, and decimals)

7.2.1l Solve problems containing combinations of the four operations.

7.2.1m Solve problems containing positive and negative rational numbers and a combination of the four operations.

7.2.1n Explain the methods used to solve problems.

Quarter 3 - Expressions and Equations

7.3.10c Describe situations with constant or varying rates of change.

7.3.1a Given a word problem, write an algebraic expression using variables and appropriate operations.

7.3.1b Given a word problem, write a one or two-step equation using variables and appropriate operations.

7.3.1c Given a word problem, write a one or two-step inequality using variables and appropriate operations.

7.3.1d Given a word problem, write a formula using variables and appropriate operations.

7.3.2a Solve and check two-step equations in one variable.

7.3.2b Solve and check two-step inequalities in one variable.

7.3.3a Deconstruct equations and inequalities using the terms variable, term, coefficient, expression, and constant.

7.3.4a Evaluate numerical expressions using order of operations. (in the order: grouping symbols, exponents, multiplication/division, addition/subtraction)

7.3.4b Simplify algebraic expressions using order of operations. (in the order: grouping symbols, exponents, multiplication/division, addition/subtraction)

7.3.5a Solve an equation or formula with two variables for a particular variable.

7.3.6a Show a straight line has a constant slope or rate of change.

7.3.6b Define slope as unit of vertical change per unit of horizontal change. (rise over run, change in y to change in x)

7.3.6c State whether a line has a positive, negative, zero, or undefined slope.

7.3.7a Identify the slope by choosing two points on a given line.

7.3.7b Make the conclusion that slope is a constant rate of change by identifying the slope using different pairs of points on the graph.

7.3.8b Draw the graph of the line given two points on the line.

7.3.8c Draw the graph of the line given the slope and one point on the line.

7.3.8d Graph a line using a table of values to find the slope using the graph of the line.

7.3.9a Find the rate of change given a table of values.

CC.7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

7.3.10a Explain if the rate of change varies or is constant for given examples of real world situations.

Quarter 3 - Functions

7.3.10b State whether the function is linear or nonlinear based on rate of change.

7.3.8a Define functions, linear functions, and nonlinear functions.

7.3.9b Use characteristics in a table to identify functions as linear or nonlinear.

7.3.9c Use characteristics in a graph to identify functions as linear or nonlinear.

7.3.9d Use characteristics in an equation to identify functions as linear or nonlinear.

CC.7.RP.2a Decide whether two quantities are in a proportional relationship.

CC.7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

CC.7.RP.2c Represent proportional relationships by equations

CC.7.RP.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

Quarter 3 - Geometry and Measurement

7.4.1a Plot and connect points on the coordinate plane to form simple figures.

7.4.1b Find lengths of vertical and horizontal lines plotted on the coordinate plane.

7.4.1c Calculate areas related to the shapes on the coordinate plane.

7.4.4a Construct two-dimensional patterns (nets) for three-dimensional objects. (right prisms, pyramids, cylinders, cones)

7.4.4b Identify the three-dimensional object given its two-dimensional pattern (net). (right prisms, pyramids, cylinders, cones)

7.5.4a Use formulas to find perimeter of basic two-dimensional figures.

7.5.4b Use formulas to find area of basic two-dimensional figures.

7.5.4c Use formulas to find surface area of basic three-dimensional figures.

7.5.4d Use formulas to find volume of basic three-dimensional figures.

7.5.5a Divide complex or irregular two-dimensional figures into basic figures.

7.5.5b Estimate the area of complex or irregular two-dimensional figures.

7.5.5c Compute the area of complex or irregular two-dimensional figures.

7.5.6a Use objects and geometry modeling tools to compute surface area of the faces of a three-dimensional object built from rectangular solids.

7.5.6b Use objects and geometry modeling tools to compute volume of the faces of a three-dimensional object built from rectangular solids.

Quarter 3 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

7.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

7.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

7.7.3a Decide when and how to divide a problem into simpler parts.

7.7.4a Apply strategies and results from simpler problems to solve more complex problems.

7.7.5a Make and test conjectures using inductive reasoning.

7.7.6a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

7.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

7.7.8a Select and apply appropriate methods for estimating results of rational-number computation.

7.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

7.7.10a Make precise calculations and check the validity of the results in the context of the problem.

7.7.11a Explain whether a solution is reasonable in the context of the original problem.

7.7.12a Note the method of finding the solution and show a conceptual understanding of the methods by solving similar problems.

Quarter 4 - The Number System

7.1.2c Use $<$, $>$, and $=$ to compare irrational numbers.

7.1.2d Estimate the value of common irrational numbers.

7.1.2e Use $<$, $>$, and $=$ to compare rational numbers to irrational numbers.

7.1.2f Plot rational and irrational numbers on the same number line.

7.1.2g Order rational and irrational numbers.

7.1.3b Define an irrational number as a number that cannot be expressed as the ratio of two integers.

7.1.3d Identify common irrational numbers from a list.

7.1.6a State the perfect square factors of a radicand.

7.1.6b Show all square roots have both a negative and positive root.

7.1.6c Determine if a square root is rational or irrational.

7.2.1a Apply and extend addition problems that use fractions and decimals.

Quarter 4 - Geometry and Measurement

7.4.1d Translate (slide), reflect (flip), and rotate (turn) images to create new images on the coordinate plane.

7.4.2a Compare the lengths of segments and angle measures before and after a transformation to verify congruency.

7.4.3a Identify and label parts of a right triangle (legs, hypotenuse)

7.4.3b Apply the Pythagorean theorem formula to find lengths of missing sides of right triangles.

7.4.3c State the Pythagorean theorem.

7.4.3d Apply the Pythagorean Theorem to word problems involving distance, length, and height.

7.4.3e Find the length of diagonal lines plotted on the coordinate plane by applying the Pythagorean Theorem.

Quarter 4 - Statistics and Probability

7.6.1a Analyze and draw conclusions from data in bar, line, and circle graphs, and stem-and-leaf plots.

7.6.1b Construct bar, line, and circle graphs, and stem-and-leaf plots using given or collected data.

7.6.1c Explain the reasoning for the choice of display.

7.6.2a Predict possible outcomes from statistical data.

7.6.3a Compare mean, median, and mode to determine the most valid measure of central tendency.

7.6.3b Explain the effects outliers have on mean, median, and mode.

7.6.3c Explain how additional data affects the mean, median, and mode.

7.6.4a Explain why a graph is misleading.

7.6.4b Determine if a question is biased based on wording.

7.6.4c Explain how wording of questions and population samples can influence survey results.

7.6.5a Calculate the probability of an event not occurring, given the probability of the event occurring.

7.6.6a Calculate the probability of one or another event occurring by adding the two individual probabilities.

7.6.7a Construct a tree diagram to count and identify all of the possible arrangements of several objects.

Quarter 4 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

7.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

7.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

7.7.3a Decide when and how to divide a problem into simpler parts.

7.7.4a Apply strategies and results from simpler problems to solve more complex problems.

7.7.5a Make and test conjectures using inductive reasoning.

7.7.6a Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

7.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

7.7.8a Select and apply appropriate methods for estimating results of rational-number computation.

7.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

7.7.10a Make precise calculations and check the validity of the results in the context of the problem.

7.7.11a Explain whether a solution is reasonable in the context of the original problem.

7.7.12a Note the method of finding the solution and show a conceptual understanding of the methods by solving similar problems.

Course: GRADE 8 INDIANA AND COMMON CORE MATH

Quarter 1 - The Number System

8.1.1a Read orally decimals in scientific notation.

8.1.1b Write conversions of decimals from scientific notation to standard form.

8.1.1c Write conversions of decimals from standard form to scientific notation.

8.1.1d Use $<$, $>$, greater than or equal to, less than or equal to, and $=$ to compare decimals in scientific notation.

8.1.1e Evaluate problems including $+$, $-$, \times , and $/$ of scientific notation.

8.1.1f Use scientific notation to solve word problems involving decimals.

8.1.2a Develop an example of a rational number in decimal form and justify why it is rational.

8.1.2b Develop an example of an irrational number in decimal form and justify why it is irrational.

8.1.2c Identify a given decimal as either rational or irrational and provide justification.

8.1.3a Determine the results of using addition and subtraction on rational and irrational numbers (other than zero) by doing the following: operating on two rationals, operating on one rational and one irrational, and operating on two irrationals.

8.1.3b Determine the results of using multiplication and division on rational and irrational numbers (other than zero) by doing the following: operating on two rationals, operating on one rational and one irrational, and operating on two irrationals.

8.1.3c & 8.7.5 Analyze the results of using addition, subtraction, multiplication and division on rational and irrational numbers (other than zero); state and justify, in words, any generalizations that you can make.

8.1.4a Evaluate an exponential expression involving negative exponents without a calculator.

8.1.4b Simplify powers with variables as the base, the exponent, or both that involve negative exponents.

8.1.4c & 8.3.3 Expand whole number powers involving negative exponents into multiplicative inverse (repeated division).

8.1.5a Describe the laws of exponents and explain how to use each one in a given scenario.

8.1.5b Evaluate division of same base expressions that have both positive and negative integer exponents by using the law of exponents.

- 8.1.5c Evaluate multiplication of same base expressions that have both positive and negative integer exponents by using the law of exponents.
- 8.1.6a Describe and provide an example of the inverse relationship between squaring and finding the square root involving a perfect square integer.
- 8.1.6b Simplify a problem involving a perfect square root squared, i.e. $(\sqrt{144})^2 = 144$.
- 8.1.7 Calculate the square root of a given number to the precision requested or required by the context.
- 8.2.1a Compute the solution to multi-step problems involving addition, subtraction, multiplication and division of integers.
- 8.2.1b Compute the solution to multi-step problems involving addition, subtraction, multiplication and division of terminating decimals.
- 8.2.1c Compute the solution to multi-step problems involving addition, subtraction, multiplication and division of fractions.
- 8.2.1d Compute the solution to multi-step problems involving addition, subtraction, multiplication and division of more than one of the following representations of rational numbers: integers, fractions, and decimals.
- 8.2.3 Decide whether answers to computations involving integers, fractions, decimals, and percents on a calculator are reasonable and justify your response using estimation techniques.
- 8.2.4 Compute with common fractions, decimals, powers, and percents using mental arithmetic.

Quarter 1 - Expressions and Equations

- 8.3.3a Recognize the difference between a negative number raised to an exponent and the opposite of a positive number raised to an exponent.
- 8.3.3b Rewrite an exponential expression in expanded form.
- 8.3.4a Simplify algebraic expressions involving powers by using the correct order of operations.
- 8.3.4b Evaluate algebraic expressions involving powers by substitution.

Quarter 1 - Geometry

- 8.4.5a Explain the converse of the Pythagorean Theorem.
- 8.4.5b Use the converse of the Pythagorean Theorem to determine if a triangle is a right triangle, given three side lengths.
- 8.4.5c Solve problems in two and three dimensions using the Pythagorean Theorem and its converse.
- 8.5.1 Convert common measurements for length, area, volume, weight, capacity, and time to equivalent measurements within the same system.

8.5.4a Solve problems involving perimeter and area of basic two-dimensional shapes, including rectangles, parallelograms, trapezoids, triangles, and circles

8.5.5a Compute and estimate the area of irregular two-dimensional shapes.

Quarter 1 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

8.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

8.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

8.7.3a Decide when and how to divide a problem into simpler parts.

8.7.4 a Apply strategies and results from simpler problems to solve more complex problems.

8.7.5a Make and test conjectures using inductive reasoning.

8.7.6a Express solutions clearly and logically using the appropriate mathematical terms and notation.

Support solutions with evidence in both verbal and symbolic work.

8.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

8.7.8a Select and apply appropriate methods for estimating results of rational-number computations.

8.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

8.7.10a Make precise calculations and check the validity of the results in the context of the problem.

8.7.11a Explain whether a solution is reasonable in the context of the original situation.

8.7.12a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Quarter 2 - Functions

8.3.5a Identify linear functions from their graph.

8.3.5b Identify linear functions from their table.

8.3.5c Identify linear functions from their equation.

8.3.5d Identify the slope of a line as positive or negative from a graph.

8.3.6b Determine the slope of a linear function given an equation, not necessarily in slope-intercept form.

8.3.8 Translate between a table, equation (using $y=$ or $f(x)=$), situation of words, and graph of a linear function given at least one of the representations.

CC.8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

8.3.8a Produce a table, equation, or graph of a linear function, given a verbal description.

8.3.8b Produce a table, equation, or verbal description of a linear function, given a graph.

8.3.8c Produce a table, graph, or verbal description of a linear function, given an equation (include both " $y=$ " notation and function " $f(x)=$ " notation).

8.3.8d Produce an equation, graph, or verbal description of a linear function, given a table.

8.3.9a Recognize and state in words what makes a quadratic function a quadratic in terms of its table, equation, and graph.

8.3.9b Produce a table, equation, or graph of a quadratic function, given a verbal description.

8.3.9c Produce a table, equation, or verbal description of a quadratic function, given a graph.

8.3.9d Produce a table, graph, or verbal description of a quadratic function, given an equation (include both " $y=$ " notation and function " $f(x)=$ " notation).

8.3.9e Produce an equation, graph, or verbal description of a quadratic function, given a table.

8.3.10a Graph functions of the form $y = nx^2$.

8.3.10b Compare the graphs of quadratic functions and explain in words their similarities and differences.

8.3.10c Graph functions of the form $y = nx^3$.

8.3.10d Compare the graphs of cubic functions and explain in words their similarities and differences.

Quarter 2 - Statistics and Probability

8.6.5a Represent two-variable data with a scatterplot on the coordinate plane and describe how the data points are distributed.

8.6.5b Draw a line that appears to best fit the data in a scatterplot (if the pattern appears to be linear), and write the equation of that line.

Quarter 2 - Expressions and Equations

8.3.1a Define unknowns for a real-world problem.

8.3.1b Solve a linear equation for a given variable.

8.3.1c Verify a solution to an equation or inequality.

8.3.1d Find ordered pairs that are solutions to a linear equation and justify your reasoning.

8.3.1e Write a linear equation to model a real-world problem.

8.3.1f Solve a one-variable inequality for a given real-world problem.

8.3.1g Write a one-variable inequality to model a given real-world problem.

CC.8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

8.3.1h Represent the solution to a one-variable inequality graphically.

8.3.2a Solve a system graphically.

8.3.2b Solve a system algebraically using substitution.

8.3.2c Write solutions to a system as intersection points or ordered pairs.

8.3.2d Determine the reasonableness of answers to real-world problems involving systems of equations and check solutions.

8.3.5e Describe the change in y versus the change in x in terms of a table, a graph, an equation, or a written statement.

8.3.6a Calculate slope as rise/run and using the slope formula.

8.3.6b Determine the slope of a linear function given an equation, not necessarily in slope-intercept form.

8.3.6c Find the equation of a line given a graph or given the slope and a point on the line.

8.3.7a Explain in written form the relationship between one quantity with another quantity in terms of rate.

8.3.7b Write rates as the comparison of two quantities with appropriate labels.

8.3.7c Draw a graph of one quantity with respect to another quantity, i.e., time vs. distance.

CC.8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

Quarter 2 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

8.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

8.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

8.7.3a Decide when and how to divide a problem into simpler parts.

8.7.4 a Apply strategies and results from simpler problems to solve more complex problems.

8.7.5a Make and test conjectures using inductive reasoning.

8.7.6a Express solutions clearly and logically using the appropriate mathematical terms and notation.

Support solutions with evidence in both verbal and symbolic work.

8.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

8.7.8a Select and apply appropriate methods for estimating results of rational-number computations.

8.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

8.7.10a Make precise calculations and check the validity of the results in the context of the problem.

8.7.11a Explain whether a solution is reasonable in the context of the original situation.

8.7.12a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Quarter 3 - The Number System

8.2.2 & 8.5.2 Solve problems involving simple and compound interest.

Quarter 3 - Geometry

8.4.1 Identify and define basic properties of geometric shapes including altitudes, diagonals, angle and perpendicular bisectors, central angles, radii, diameters, and chords

8.4.2 Using appropriate tools, accurately construct and justify the construction of: copies of segments and angles, bisectors of segments and angles, and perpendicular segments.

8.4.3a Analyze the properties of three-dimensional geometric shapes and describe the characteristics that are common within a particular classes of shapes (prisms, pyramids, etc.).

8.4.3b Describe the results of the intersection of two or more geometric figures in a plane or space.

8.4.4a Draw the translation (slide) of any given figure.

8.4.4b Draw the rotation (turn) of any given figure.

8.4.4c Draw the reflection (flip) of any given figure.

8.4.4d Draw a dilation (stretch and shrink) of any given figure.

8.4.5a Explain the converse of the Pythagorean Theorem.

8.4.5b Use the converse of the Pythagorean Theorem to determine if a triangle is a right triangle, given three side lengths.

8.4.5c Solve problems in two and three dimensions using the Pythagorean Theorem and its converse.

8.5.1 Convert common measurements for length, area, volume, weight, capacity, and time to equivalent measurements within the same system.

8.5.2 & 8.2.2 Solve problems involving rates and derived measurements (e.g., simple and compound interest, velocity and density).

8.5.3 Solve problems involving scale factors, area, and volume using ratio and proportion.

8.5.4a Solve problems involving perimeter and area of basic two-dimensional shapes, including rectangles, parallelograms, trapezoids, triangles, and circles

8.5.4b Solve problems involving surface area and volume of basic three-dimensional shapes including prisms, cylinders, spheres, cones, and pyramids.

8.5.5a Compute and estimate the area of irregular two-dimensional shapes.

8.5.5b Compute and estimate the volume of irregular three-dimensional shapes.

Quarter 3 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

8.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

8.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

8.7.3a Decide when and how to divide a problem into simpler parts.

8.7.4 a Apply strategies and results from simpler problems to solve more complex problems.

8.7.5a Make and test conjectures using inductive reasoning.

8.7.6a Express solutions clearly and logically using the appropriate mathematical terms and notation.

Support solutions with evidence in both verbal and symbolic work.

8.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

8.7.8a Select and apply appropriate methods for estimating results of rational-number computations.

8.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

8.7.10a Make precise calculations and check the validity of the results in the context of the problem.

8.7.11a Explain whether a solution is reasonable in the context of the original situation.

8.7.12a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Quarter 4 - Statistics and Probability

8.6.1a Identify claims based on statistical data.

8.6.1a Identify possible sources of bias in selecting samples.

8.6.1b Evaluate the reasonableness of the claims based on statistical data and design a study to investigate the claim.

8.6.1c Identify possible bias in a sample or display.

8.6.2b Describe different methods of selecting samples, analyzing the strengths and weaknesses of each method.

8.6.3a Identify or compute the median of a data set and explain what it represents in a data set.

8.6.3b Identify or compute the minimum value of a data set and explain what it represents in a data set.

8.6.3c Identify or compute the maximum value of a data set and explain what it represents in a data set.

8.6.3d Identify or compute the interquartile range of a data set and explain what it represents in a data set.

8.6.3e Identify or compute the lower quartile of a data set and explain what it represents in a data set.

8.6.3f Identify or compute the upper quartile of a data set and explain what it represents in a data set.

8.6.3g Identify or compute the minimum value, the lower quartile, the median, the upper quartile, the interquartile range, and the maximum value of a data set, explaining what each represents in a data set and why each is useful.

8.6.4a Analyze, interpret, and display single-variable data in appropriate bar, line, and circle graphs; stem-and-leaf plots; and box-and-whisker plots and explain which types of display are appropriate for various data sets.

8.6.4b Analyze, interpret, and display two-variable data in appropriate bar, line, and circle graphs; stem-and-leaf plots; and box-and-whisker plots and explain which types of display are appropriate for various data sets.

8.6.5a Represent two-variable data with a scatterplot on the coordinate plane and describe how the data points are distributed.

8.6.5b Draw a line that appears to best fit the data in a scatterplot (if the pattern appears to be linear), and write the equation of that line.

8.6.6 Recognize and define equally likely events.

8.6.7 Find the number of possible arrangements of several objects by using the Basic Counting Principle

Quarter 4 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

8.7.1a Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

8.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

8.7.3a Decide when and how to divide a problem into simpler parts.

8.7.4 a Apply strategies and results from simpler problems to solve more complex problems.

8.7.5a Make and test conjectures using inductive reasoning.

8.7.6a Express solutions clearly and logically using the appropriate mathematical terms and notation.

Support solutions with evidence in both verbal and symbolic work.

8.7.7a Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

8.7.8a Select and apply appropriate methods for estimating results of rational-number computations.

8.7.9a Use graphing to estimate solutions and check the estimates with analytic approaches.

8.7.10a Make precise calculations and check the validity of the results in the context of the problem.

8.7.11a Explain whether a solution is reasonable in the context of the original situation.

8.7.12a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Course: ALGEBRA I INDIANA AND COMMON CORE

Quarter 1 - Reasoning with Equations and Inequalities

A1.1.3a Simplify expressions by using the associative and commutative properties to combine like terms.

A1.1.3b Simplify linear expressions by using the distributive property.

A1.2.1a Determine which inverse operations should be applied and in what order to solve a given linear equation.

A1.2.1b Solve linear equations that require the use of commutative and associative properties to combine like terms.

A1.2.1c Solve linear equations that require the use of the distributive property to remove grouping symbols.

A1.2.1d Solve linear equations with the variables on both side of the equation.

A1.2.2a Solve equations and formulas for a specified variable.

A1.2.3 Find solution sets of linear inequalities when possible numbers are given for the variable.

A1.2.4a Solve linear inequalities that require the use of commutative and associative properties to combine like terms.

A1.2.4b Solve linear inequalities that require the use of the distributive property to remove grouping symbols.

A1.2.4c Solve linear inequalities with the variables on both side of the inequality.

A1.2.4d Graph the solution set of a linear inequality in one variable (on a number line).

A1.2.5a Solve compound linear inequalities.

A1.2.5b Graph the solution set of combined linear inequality in one variable (on a number line).

A1.2.6a Solve word problems that involve linear equations.

A1.2.6b Solve word problems that involve formulas.

A1.2.6c Solve word problems that involve linear inequalities.

A1.7.2a Solve algebraic proportions that lead to linear equations.

Quarter 1 - Algebraic Modeling - Linear Functions

A1.3.3e Translate between a table, an equation, a graph and a verbal description, given at least one of the representations.

A1.4.1a Graph a linear equation given slope-intercept form.

- A1.4.1b Graph a linear equation given in standard form.
- A1.4.1c Graph a linear equation in any form.
- A1.4.2a Find the slope of a line given its graph.
- A1.4.2b Find the slope of a line given its equation.
- A1.4.2c Find the slope of a line given two points on the line.
- A1.4.2d Find the x-intercept and the y-intercept of a line given its graph.
- A1.4.2e Find the x-intercept and the y-intercept of a line given its equation.
- A1.4.2f Find the x-intercept and the y-intercept of a line given two points on the line.
- A1.4.3a Write the equation of a line in slope-intercept form, given the slope and the y-intercept.
- A1.4.3b Write the equation of a line in slope-intercept form, given a graph.
- A1.4.3c Demonstrate how the slope and y-intercept of the graph are related to an linear equation in slope-intercept form.
- A1.4.3d Write the equation of a line in slope-intercept form, given the standard form.
- A1.4.3e Write the equation of a line in slope-intercept form, given a table.
- A1.4.3f Write the equation of a line in slope-intercept form, given a verbal description.
- A1.4.4a Write the equation of a line given two points on the line.
- A1.4.4b Write the equation of a line given one point on the line and an equation of a parallel line.
- A1.4.4c Write the equation of a line given one point on the line and an equation of a perpendicular line.
- A1.4.4d Write the equation of a line, given a combination of points on the line, x- or y-intercepts, or the slope of the line.

Quarter 1 - Standards for Mathematical Practice

- SMP1. Make sense of problems and persevere in solving them.
- SMP2. Reason abstractly and quantitatively.
- SMP3. Construct viable arguments and critique the reasoning of others.
- SMP4. Model with mathematics.
- SMP5. Use appropriate tools strategically.
- SMP6. Attend to precision
- SMP7. Look for and make use of structure.
- SMP8. Look for and express regularity in repeated reasoning.

Quarter 2 - Reasoning with Equations and Inequalities

A1.3.3e Translate between a table, an equation, a graph and a verbal description, given at least one of the representations.

A1.4.5a Write the equation of a line that models a data set.

A1.4.5b Use the equation of a line or the graph of the equation to make predictions with a given data set.

A1.4.5c Find the slope of the line described by a given data set.

A1.4.5d Determine the rate of change for a specified measure based on the equation or graph for a given set of data.

A1.4.6a Graph a linear inequality in two variables.

A1.5.1a Explain that the solution of a pair of linear equations in two variables is the intersection of their graphs.

A1.5.1b Estimate the solution of a pair of linear equations in two variables by graphing.

A1.5.2a Graph a pair of linear inequalities on the same coordinate plane.

A1.5.2b Shade the region of the graph that represents the solution set of a pair of linear inequalities.

A1.5.2c Identify the solution set of a pair of linear inequalities in two variables given their graphs.

A1.5.3a Solve a pair of linear equations in two variables by using the substitution method.

A1.5.4a Solve a pair of linear equations in two variables by elimination using addition or subtraction.

A1.5.5a Solve a pair of linear equations in two variables by elimination using multiplication with addition or subtraction.

A1.5.6a Write a pair of linear equations from information provided in a word problem.

A1.5.6b Determine whether graphing, substitution, or elimination would be the most appropriate technique for given set of linear equations.

A1.5.6c Solve word problems involving pairs of linear equations.

Quarter 2 - Interpreting Functions

A1.3.1a Apply appropriate labels and intervals to each axis.

A1.3.1b Sketch a reasonable graph for a given relationship.

A1.3.2a Describe relationships between two measures on the horizontal and vertical axes

A1.3.2b Explain what is going on at a specific point or during a particular interval on a graph.

A1.3.3a Identify the criteria for a relationship to be considered a function.

A1.3.3b Determine whether a list or table of ordered pairs represents a function

A1.3.3c Determine whether a given graph represents a function

A1.3.3d Determine whether a given equation represents a function

A1.3.3e Translate between a table, an equation, a graph and a verbal description, given at least one of the representations.

A1.3.4a Find the domain and range of a list or table of ordered pairs

A1.3.4b Find the domain and range of a given graph

A1.3.4c Find the domain and range of a given equation

Quarter 2 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

Quarter 3 - Arithmetic with Polynomials and Rational Expressions

A1.1.1a Evaluate real number expressions

A1.1.1b Order real number expressions

A1.1.3a Simplify expressions by using the associative and commutative properties to combine like terms.

A1.1.3d Simplify polynomial expressions by using the distributive property.

A1.1.4a Identify root and power of rational exponents

A1.1.4b Simplify real number expressions with rational exponents.

A1.1.4c Simplify algebraic expressions with rational exponents.

A1.6.1a Define and identify monomial and polynomial.

A1.6.1b Add and subtract monomials.

A1.6.1c Add and subtract polynomials.

A1.6.2a Multiply and divide monomials.

A1.6.3a Find powers of monomials.

A1.6.3b Find roots of monomials (only when the answer has an integer exponent).

A1.6.4a Multiply monomials by binomials.

A1.6.4b Multiply monomials by polynomials.

A1.6.4c Multiply binomials by binomials.

A1.6.4d Multiply polynomials by polynomials.

A1.6.5a Divide polynomials by monomials.

Quarter 3 - Reasoning with Equations and Inequalities

A1.1.3c Simplify quadratic expressions by using the distributive property.

A1.6.6a Find the greatest common monomial factor in a polynomial and rewrite the polynomial in factored form.

A1.6.7a Factor quadratics that are a difference of two squares.

A1.6.7b Factor quadratic equations.

A1.7.2b Solve algebraic proportions that lead to quadratic equations.

A1.8.2a Explain the Zero Product Rule in relation to solving factored quadratic equations.

A1.8.2b Solve quadratic equations by factoring completely and then applying the Zero Product rule.

A1.8.3a Solve quadratic equations in which a perfect square equals a constant.

A1.8.3b Solve quadratic equations in which a binomial squared equals a constant.

A1.8.4a Identify perfect square trinomials

A1.8.4b Construct a perfect square trinomial by completing the square, given the first two terms of the trinomial.

A1.8.4c Factor perfect square trinomials and rewrite as a quantity squared.

A1.8.4d Complete the square to solve quadratic equations

Quarter 3 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

Quarter 4 - Seeing Structure in Expressions

A1.1.2a Simplify square roots using factors

A1.1.2b Simplify rational expressions with square roots.

A1.8.5a Derive the quadratic formula by completing the square.

A1.8.6a Simplify expressions that contain radicals.

A1.8.6b Determine the decimal approximation of expressions with radicals.

A1.8.6c Determine the value of a , b and c from a quadratic equation.

A1.8.6d Solve quadratic equations by using the quadratic formula.

Quarter 4 - Algebraic Modeling - Quadratic Functions

A1.6.8a Identify the x -intercepts and zeros of a given quadratic graph.

A1.6.8b Identify the solutions of quadratic equations.

A1.6.8c Identify the zeros of quadratic functions.

A1.6.8d Solve a quadratic equation by graphing.

A1.6.8e Describe the relationships among the x -intercepts of a quadratic graph, the solutions of a quadratic equation, the zeros of a quadratic function, and the factors of a quadratic expression.

A1.8.1a Graph quadratic equations both with positive and with negative leading coefficients.

A1.8.1b Graph cubic equations both with positive or with negative leading coefficients.

A1.8.1c Identify the basic shape of the graph of a radical function.

A1.8.1d Graph radical equations with positive or negative leading coefficients

A1.8.7a Solve word problems that involve quadratic equations.

A1.8.8a Solve equations that contain radical expressions equal to a constant.

A1.8.8b Solve equations that contain radical expressions equal to the variable in the expression.

A1.8.9a Use graphing technology to find approximate solutions of quadratic equations.

A1.8.9b Use graphing technology to find approximate solutions of cubic equations.

Quarter 4 - Arithmetic with Polynomials and Rational Expressions

A1.1.5a Use dimensional unit analysis to organize conversions and computations

A1.7.1a Simplify algebraic ratios.

A1.7.2a Solve algebraic proportions that lead to linear equations.

A1.7.2b Solve algebraic proportions that lead to quadratic equations.

A1.7.2c Solve algebraic proportions that lead to polynomial equations.

Quarter 4 - Standards for Mathematical Practice

SMP1. Make sense of problems and persevere in solving them.

SMP2. Reason abstractly and quantitatively.

SMP3. Construct viable arguments and critique the reasoning of others.

SMP4. Model with mathematics.

SMP5. Use appropriate tools strategically.

SMP6. Attend to precision

SMP7. Look for and make use of structure.

SMP8. Look for and express regularity in repeated reasoning.

Attachment 5:

Curriculum Development Timeline

(Not Applicable)

Attachment 6:
Academic and Exit Standards

SAFE will use Common Core Standards as presented by the Indiana Department of Education for exit standards. For more details, see Attachment 4.

Attachment 7:
School Calendar and Schedule

2012-2013

July '12						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August '12						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September '12						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October '12						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November '12						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December '12						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

January '13						
Su	M	Tu	W	Th	F	Sa
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February '13						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March '13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '13						
Su	M	Tu	W	Th	F	Sa
						6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '13						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '13						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Key	
Bold →	School day Regular school day for teachers and students
⊗ →	No School No school for teachers or students
○ →	End of quarter Regular school day for teachers and students
□ →	Parent/Teacher conferences Regular day for students, conferences in evening
◇ →	Teacher day only Teacher day only, NO STUDENTS
☆ →	Built-in Snow day To be determined base on previous unscheduled days off

SAFE 2012-2013 Calendar Overview

As long as necessary finances are in place, we will hold 5 additional days of in-services for teachers (the first school year only) from July 30th to August 2nd for which they will be paid at a daily rate.

August 6-10: Teacher professional development and work days

August 13: First student day

September 3: Labor Day (no school)

October 1: Teacher professional development day

October 19: Fall break (no school)

October 31-November 1: Parent/Teacher Conferences (regular school days, conferences in the evenings)

November 2: Release day (no school)

November 22-23 Thanksgiving break

December 3: Teacher professional development day

December 24-January 4: Christmas Vacation

January 21: Martin Luther King Jr. Day (no school)

January 30-31: Parent/Teacher Conferences (regular school days, conferences in the evenings)

February 1: Release day (no school)

February 18: Teacher professional development day

March 29: Good Friday (no school)

April 1-5: Spring Break (no school)

April 15: Teacher professional development day

May 10: Built-in snow day (no school unless previous cancelation necessitates a make-up day)

May 27: Memorial Day (no school)

May 30: Last School Day

If make-up days are necessary due to cancelations during the school year, additional days will be added starting May 31.

Daily, Weekly, Yearly Schedule

Our school day will run from 8:00 a.m. to 2:45 p.m. We will also have an extended day program that will run to 3:30 p.m. daily. The extended day program will be used to support our core instructional program. Students will gain valuable enrichment and remediation during the extended day. The regular school day will consist of three, one hour classes in the a.m. and three, one hour classes in the p.m. It will be based on a traditional seven period day but with great flexibility for block scheduling to accommodate thematic units. The school year will consist of 180 school days. Each day consists of six hours of instructional time (that is 360 minutes of instruction per day) which equals 30 hours per week (that is 1,800 minutes per week) and 1,080 instructional hours per year.

Attachment 8:
Enrollment Policy

(See Section IV. iii.)

Attachment 9:
Student Discipline Policy

(See Section III. F.)

Attachment 10:
Staffing Chart

Function/Acct Job	Employee	2012 Proposed	Employee Taxes	Employee Benefits
0100-11200-311	Teachers			
	Classroom teacher	35,000	3,850	14,054
	Classroom teacher	35,000	3,850	11,190
	Classroom teacher	35,000	3,850	5,226
	Classroom teacher	35,000	3,850	5,226
	Classroom teacher	35,000	3,850	5,226
	Classroom teacher	34,000	3,740	5,217
	Classroom teacher	34,000	3,740	14,045
	Classroom teacher	34,000	3,740	5,217
	PE, Art, Music -	35,000	3,850	14,054
	SUBS:	5,000	550	
	SUBTOTAL	317,000	34,870	79,455
0100-11200-311	Parapros			
	Aide	20,304	2,233	
	Aide	20,304	2,233	
	Aide	20,304	2,233	
	Aide	20,304	2,233	
	SUBTOTAL	81,216	8,934	-
0100-13600-311	Special Ed. - Teachers			
	Teacher	35,000	3,850	5,226
	SUBTOTAL	35,000	3,850	5,226

0100-24100-314	Office of the Principal			
	Leader	70,000	7,700	14,369
	Office Manager	23,400	2,574	
	Assistant Leader	60,000	6,600	5,451
	Assistant Leader/Operations	50,000	5,500	11,325
	P/T School Year Assistant	12,960	1,426	
	SUBTOTAL	216,360	23,800	31,145
0100-26200-319	Maintenance			
	P/T Custodial - School Year	12,960	1,426	
	SUBTOTAL	12,960	1,426	-
0100-27100-331	Transportation			
	Driver	9,620	1,058	-
	Driver	9,620	1,058	-
	Driver	9,620	1,058	-
	SUBTOTAL	28,860	3,175	-
0800-31200-319	Food Svs.			
	P.T School Year Aide	10,800	1,188	-
	SUBTOTAL	10,800	1,188	-
	Total	702,196	77,242	115,827

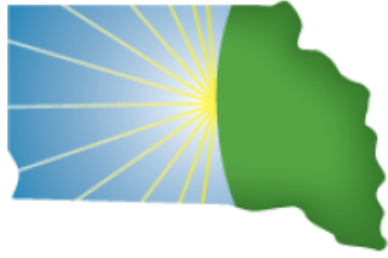
Positions to be added in the first 5 years...

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
INSTRUCTIONAL PROGRAMS	9 teachers	13 teachers	17 teachers	21 teachers	25 teachers
Instructional Services - Wages/Benefits	521,475	673,119	829,313	990,192	1,139,898
SPECIAL PROGRAMS	1 special ed. teacher	1 special ed. teacher	2 special ed. teachers	2 special ed. teachers	3 special ed. teachers
Instructional Services - Wages/Benefits	44,076	45,398	96,760	99,663	152,653
OPERATION & MAINTENANCE OF PLANT	1 part time custodian	2 part time custodians	2 part time custodians	2 part time custodians	2 part time custodians
Other Professional and Technical Services - Wages/Benefits	14,386	28,817	29,682	30,572	31,489

Attachment 11:
Personnel Policy

(Documentation forthcoming upon agreement with education service provider)

Attachment 12:
Head of School/Principal and Faculty
Evaluation Tools



RISE
Evaluation and
Development System

Indiana Department of Education

Indiana Principal Effectiveness Framework

DRAFT VERSION – August 3, 2011

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Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

- Domain 1: Teacher Effectiveness
- Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals must focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles¹:

- 1. Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
- 2. Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
- 3. Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
- 4. Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

¹ Informed by The New Teacher Project's *The Wizard Effect* (2009).

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager 1.1.1 Hiring and retention	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). 	Principal recruits, hires, and supports teachers by: <ul style="list-style-type: none"> Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school. 	Principal recruits, hires, and supports effective teachers by: <ul style="list-style-type: none"> Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions. 	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions²; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2 Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	Principal prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members. 	Principal prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teachers; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	Principal does not prioritize and apply teacher evaluations by: <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers; Failing to follow all processes and procedures outlined in the corporation evaluation plan for all staff members.

² For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

PLEASE NOTE: THIS MODEL EVALUATION RUBRIC IS STILL IN DRAFT FORM! The rubric will be tested in the RISE pilot corporations in 2011-2012 and modified based on feedback. However, because IDOE understands the high level of interest across the state with regard to evaluations, we elected to share this DRAFT to give educators an in-depth look at the basic components of what a principal evaluation rubric can look like. The IDOE will not require any Indiana school to use this or any specific evaluation tool. While local leaders may adopt this model rubric as is if they so choose, IDOE recruits educators from across the state to develop this model to support local corporations in crafting the best possible evaluation rubric to meet the needs of both students and professionals. IDOE will release the **FINAL** version of this model rubric when collaboration with teachers, administrators, and other education stakeholders is complete.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3 Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Frequently creating learning opportunities in which highly effective teachers support their peers, Monitoring the impact of implemented learning opportunities on student achievement; Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	Principal orchestrates professional learning opportunities by: <ul style="list-style-type: none"> Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. Providing differentiated learning opportunities to teachers based on evaluation results. 	Principal orchestrates a aligned professional learning opportunities turned to staff needs by: <ul style="list-style-type: none"> Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; Providing learning opportunities with little variety of format; Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	Principal does not orchestrate a aligned professional learning opportunities turned to staff needs by: <ul style="list-style-type: none"> Providing generic or low-quality learning opportunities unrelated to or uninformative by student academic performance data; Providing no variety in format of learning opportunities; Failing to provide professional learning opportunities based on evaluation results.
1.1.4 Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Encouraging and supporting teacher leadership and progression on career ladders; Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; Recognizing and celebrating emerging leaders. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; Providing formal and informal opportunities to mentor emerging leaders; Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; Providing formal and informal opportunities to mentors some, but not all, emerging leaders; Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	Principal does not develop leadership and talent by: <ul style="list-style-type: none"> Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; Rarely or never provides mentorship to emerging leaders; Providing no support and encouragement of leadership and growth; Frequently assigns responsibilities without allocating necessary authority.
1.1.5 Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Encouraging and supporting staff members to seek out responsibilities; Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	Principal delegates tasks and responsibilities appropriately by: <ul style="list-style-type: none"> Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Monitoring the progress towards success of those to whom delegations have been made; Providing support to staff members as needed. 	Principal delegates tasks and responsibilities appropriately by: <ul style="list-style-type: none"> Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; Providing support, but not always as needed. 	Principal does not delegate tasks and responsibilities appropriately by: <ul style="list-style-type: none"> Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; Rarely or never providing support.

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6 Strategic assignments	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>Principal does not use staff placement to support instruction by:</p> <ul style="list-style-type: none"> Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal does not address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

3 This indicator obviously assumes the re is ability of leader to make these decisions.

DRAFT –8/3/2011

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership 1.2.1 Mission and vision	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. 	Principal supports a school-wide instructional vision and/or mission by: <ul style="list-style-type: none"> Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; and/or Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	Principal supports a school-wide instructional vision and/or mission by: <ul style="list-style-type: none"> Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. 	Principal does not support a school-wide instructional vision and/or mission by: <ul style="list-style-type: none"> Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2 Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Creating systems and schedules ensuring all observations are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers. 	Principal uses classroom observations to support student academic achievement by: <ul style="list-style-type: none"> Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	Principal uses classroom observations to support student academic achievement by: <ul style="list-style-type: none"> Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	Principal uses classroom observations to support student academic achievement by: <ul style="list-style-type: none"> Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3 Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results. 	Principal supports teacher collaboration by: <ul style="list-style-type: none"> Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission. 	Principal supports teacher collaboration by: <ul style="list-style-type: none"> Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices. 	Principal does not support teacher collaboration by: <ul style="list-style-type: none"> Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.3.1 Leading Indicators of Student Learning</p> <p>1.3.1 Planning and Developing Student Learning Objectives</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; - Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; - Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; - Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; - Revisiting the use and design of teacher and school-wide tracking tools. 	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> - Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; - Collaborating with teachers to identify standards or skills to be assessed; - Collaborating with teachers to develop/s elect assessments to evaluate overall student progress, utilizing assessments that accurately and reliably measure student learning; - Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account; - Systematically working with teachers to monitor and revisit SLOs throughout year as necessary; - Utilizing a tracking tool to monitor school-wide progress on SLOs; - Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> - Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; - Occasionally collaborating with teachers to identify standards or skills to be assessed; - Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; - Working with teachers only occasionally throughout the year to measure progress towards goals; - Occasionally ensuring most teachers utilize a tracking tool to show student progress on tracking tools utilized do not measure progress towards SLOs. 	<p>Principal does not support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> - Failing to organize/provide opportunities for teacher collaboration; - Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; - Not meeting with teachers throughout the year to look at progress towards goals. 	
<p>1.3.2 Rigorous Student Learning Objectives</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; - Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - Ensuring teachers' SLOs define desired outcomes; - Ensuring assessments used correspond to the appropriate state content standards; - Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; - Ensuring an analysis of previous year's student performance is included in the development of SLOs; - Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards. 	

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1.3.4	Instructional time	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Principals supports instructional time by:</p> <ul style="list-style-type: none"> Removing all sources of distractions of instructional time; Promoting the sanctity of instructional time; Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> Removing major sources of distractions of instructional time; Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc. Rarely or never promoting the sanctity of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.
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Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) building relationships to ensure all key stakeholders work effectively with one another; and (3) developing a schoolwide culture of achievement aligned to the school's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1 Professionalism	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	<p>Principal displays professionalism by:</p> <ul style="list-style-type: none"> Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. 	<p>Principal supports professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to the set expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	<p>Principal does not support professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2 Time management	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest leverage on student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement. 	<p>Principal manages time ineffectively by:</p> <ul style="list-style-type: none"> Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;
2.1.3 Using feedback to improve student performance	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; Identifying the most efficient means through which feedback can be generated. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> Actively soliciting feedback and help from all key stakeholders; Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal does not use feedback to improve student performance by:</p> <ul style="list-style-type: none"> Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities.

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2.1.4	Initiative and persistence	<ul style="list-style-type: none"> - Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback. 	<p>At Level 3, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; - Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 		<p>Principal does not display initiative and persistence by:</p> <ul style="list-style-type: none"> - Rarely or never achieving expected goals - Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.
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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships 2.2.1 Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; 	Principal creates a organizational culture of urgency by: <ul style="list-style-type: none"> Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations. 	Principal creates a organizational culture of urgency by: <ul style="list-style-type: none"> Aligning major efforts of students and teachers to a shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of these expectations. 	Principal does NOT create an organizational culture of urgency by: <ul style="list-style-type: none"> Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2 Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. 	Principal skillfully and clearly communicates by: <ul style="list-style-type: none"> Messaging key concepts, such as the school's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	Principal skillfully and clearly communicates by: <ul style="list-style-type: none"> Messaging most, but not all, key concepts; Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication. 	Principal does not skillfully and clearly communicate by: <ul style="list-style-type: none"> Rarely or never messaging key concepts; Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3 Forging consensus for change and Improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Guides others through change and addresses resistance to that change; Monitors the success of strategies and revises based on strengths and weaknesses; Creates cultural changes that reflect and support building a consensus for change. 	Principal creates a consensus for change and improvement by: <ul style="list-style-type: none"> Using effective strategies to work toward a consensus for change and improvement; Systematically managing and monitoring change processes; Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	Principal creates a consensus for change and improvement by: <ul style="list-style-type: none"> Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	Principal does NOT create a consensus for change and improvement by: <ul style="list-style-type: none"> Failing to identify areas in which agreement and/or consensus is necessary; Rarely or never managing or developing a process for change and/or improvement; Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement 2.3.1 High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. 	Principal creates and supports high academic and behavior expectations by: <ul style="list-style-type: none"> – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. 	Principal creates and supports high academic and behavioral expectations by: <ul style="list-style-type: none"> – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. 	Principal does not create or support high academic and behavior expectations by: <ul style="list-style-type: none"> – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	Principal establishes academic rigor by: <ul style="list-style-type: none"> – Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	Principal establishes academic rigor by: <ul style="list-style-type: none"> – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity. 	Principal has not established academic rigor by: <ul style="list-style-type: none"> – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3 Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed. 	Principal utilizes data by: <ul style="list-style-type: none"> – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. 	Principal utilizes data by: <ul style="list-style-type: none"> – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. 	Principal does not utilize data by: <ul style="list-style-type: none"> – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

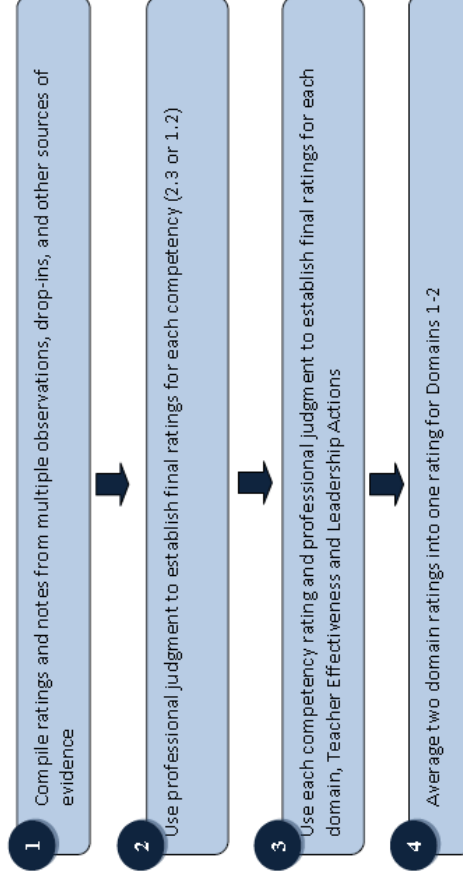
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SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning. Per Senate Bill 1, a summative evaluation rating for principals must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



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1

Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk-through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2

Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

3

Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each of the two domains. The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision. At this point, each evaluator should have ratings in the two domains that range from 1 (ineffective) to 4 (Highly Effective).

	D1: Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

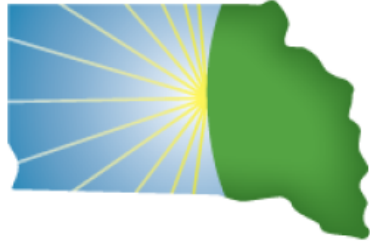
Average two domain ratings into one final practice score.

At this point, each of the two final domain ratings is averaged together to form one score.

$$3+2/2=2.5 \text{ final practice score}$$

* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

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RISE
Evaluation and
Development System

Indiana Department of Education

Indiana Teacher Effectiveness Rubric

2011-2012 PILOT VERSION

If you have received this document from any source other than the RISE website, it may have been altered from its original version. For the official, and most up-to-date version, please visit www.RISEindiana.org

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>Teacher rarely or never uses prior assessment data when planning.</p>
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an ambitious annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may not:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes</p>
1.3 Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit <p>Teacher may not:</p> <ul style="list-style-type: none"> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	<p>Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.</p>

1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies; anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions..

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.3:</p> <p>Engage students in academic content</p>	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Teacher sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p> <p>Teacher is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Teacher may not use a variety of methods to check for understanding, when doing so would be helpful - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore can't gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson 	

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Teacher may not always use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking students to explain their reasoning, why they are learning something, or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context, or prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Student's arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson. 	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Student's may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work. - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and displays high quality academic work 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	Teacher will: <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class 	Teacher will: <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	Teacher will: <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need 	Teacher will: <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	Teacher will: <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	Teacher will: <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities Teacher may not: <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

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<p>3.4 Advocate for Student Success</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
<p>3.5 Engage Families in Student Learning</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Attachment 13:
Articles of Incorporation, Board Bylaws
and Policies

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

SMITH ACADEMY FOR EXCELLENCE INC.

I, Charles P. White, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, January 20, 2012.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, January 23, 2012



Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
1/20/2012 4:28 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

SMITH ACADEMY FOR EXCELLENCE INC.

6806 EMBERS CT., FORT WAYNE, IN 46815

ARTICLE II - REGISTERED OFFICE AND AGENT

THOMAS SMITH
6806 EMBERS CT., FORT WAYNE, IN 46815

ARTICLE III – INCORPORATORS

CAMERON M. SMITH
4221 STRATHDON DR., FORT WAYNE, IN 46816
Signature: CAMERON M. SMITH

COREY T. SMITH
8020 NEWFIELD DR., FORT WAYNE, IN 46815
Signature: COREY T. SMITH

THOMAS SMITH
6806 EMBERS CT, FORT WAYNE, IN 46815
Signature: THOMAS SMITH

ARTICLE IV – GENERAL INFORMATION

Effective Date: 1/20/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

THIS CORPORATION IS ORGANIZED EXCLUSIVELY FOR EDUCATIONAL PURPOSES, MORE SPECIFICALLY TO OPEN AND RUN A CHARTER SCHOOL. TO THIS END, THE CORPORATION SHALL AT ALL TIMES BE OPERATED EXCLUSIVELY FOR CHARITABLE PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS NOW ENACTED OR HEREAFTER AMENDED, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS NOW ENACTED

OR HEREAFTER AMENDED. ALL FUNDS, WHETHER INCOME OR PRINCIPAL, AND WHETHER ACQUIRED BY GIFT OR CONTRIBUTION OR OTHERWISE, SHALL BE DEVOTED TO SAID PURPOSES.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE ORGANIZATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT DISPOSED OF BY THE DISTRICT COURT OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE ORGANIZATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE V

ARTICLE III

EXEMPTION REQUIREMENTS

AT ALL TIMES SHALL THE FOLLOWING OPERATE AS CONDITIONS RESTRICTING THE OPERATIONS AND ACTIVITIES OF THE CORPORATION:

1. NO PART OF THE NET EARNINGS OF THE ORGANIZATION SHALL INURE TO THE BENEFIT OF, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHERS PRIVATE PERSONS, EXCEPT THAT THE ORGANIZATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSE SET FORTH IN THE PURPOSE CLAUSE HEREOF.
2. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL CONSTITUTE THE CARRYING ON OF PROPAGANDA OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, OR ANY INITIATIVE OR REFERENDUM BEFORE THE PUBLIC, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING BY PUBLICATION OR DISTRIBUTION OF STATEMENTS), ANY POLITICAL CAMPAIGN ON BEHALF OF, OR IN OPPOSITION TO, ANY CANDIDATE FOR PUBLIC OFFICE.
3. NOTWITHSTANDING ANY OTHER PROVISIONS OF THIS DOCUMENT, THE ORGANIZATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY AN ORGANIZATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY AN ORGANIZATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170 (C)(2) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

ARTICLE IV

DURATION

THE DURATION OF THE CORPORATE EXISTENCE SHALL BE PERPETUAL.

ARTICLE V

MEMBERSHIP/BOARD OF DIRECTORS

THE CORPORATION SHALL HAVE NO MEMBERS. THE MANAGEMENT OF THE AFFAIRS OF THE CORPORATION SHALL BE VESTED IN A BOARD OF DIRECTORS, AS DEFINED IN THE CORPORATION'S BYLAWS. NO DIRECTOR SHALL HAVE ANY RIGHT, TITLE, OR INTEREST IN OR TO ANY PROPERTY OF THE CORPORATION.

THE NUMBER OF DIRECTORS CONSTITUTING THE FIRST BOARD OF DIRECTORS IS 5, THEIR NAMES AND ADDRESSES BEING AS FOLLOWS:

DR. HANS SHERIDAN 2628 MEADOWS PARK WAY FORT WAYNE, IN 46825

DR. DON WILLIAMS 5630 PROPHETS PASS FORT WAYNE, IN 46845

REMOUND W. WRIGHT II 7312 PLESENT RUN CT. FORT WAYNE, IN 46835

DR. ROGER RINGENBERG

1016 W. RUDISILL FORT WAYNE, IN 46807

PATRICIA EDWARDS 1808 W. STATE BLV. FORT WAYNE, IN 46808

MEMBERS OF THE FIRST BOARD OF DIRECTORS SHALL SERVE UNTIL THE FIRST ANNUAL MEETING, AT WHICH THEIR SUCCESSORS ARE DULY ELECTED AND QUALIFIED, OR REMOVED AS PROVIDED IN THE BYLAWS.

ARTICLE VI

PERSONAL LIABILITY

NO (MEMBER) OFFICER, OR DIRECTOR OF THIS CORPORATION SHALL BE PERSONALLY LIABLE FOR THE DEBTS OR OBLIGATIONS OF THIS CORPORATION OF ANY NATURE WHATSOEVER, NOR SHALL ANY OF THE PROPERTY OF THE (MEMBERS) OFFICER, OR DIRECTORS BE SUBJECT TO THE PAYMENT OF THE DEBTS OR OBLIGATIONS OF THIS CORPORATION.

501(c)3
Form 1023
Application for federal tax exempt status



Detailed Results

Tracking no.: 793187126769

Delivered

Delivered

Signed for by:
C.SCHORSCH

Shipment Dates

Ship date
Feb 2, 2012

Delivery date
Feb 3, 2012 9:19 AM

Destination

Covington, KY
Signature Proof of Delivery

Shipment Facts

Service type
Priority Envelope

Weight
1.0 lbs/.5 kg

Delivered to
Shipping/Receiving

Reference
2607495832

Purchase order number
152155

Invoice number
152155

Corporate Bylaws

These are the bylaws of Smith Academy for excellence, an Indiana corporation.

Article I: Board of Directors

1. The board of directors will manage the business of the corporation and will exercise all of the powers that may be exercised by the corporation under the statutes of the State of Indiana, the articles of incorporation or the corporate bylaws.

2. A vacancy on the board of directors by reason of death, resignation or other causes may be filled by the remaining directors, or the board may leave the position unfilled, in which case it will be filled by a vote of the Board of Directors at a special meeting or at the next annual meeting. During periods when there is an unfilled vacancy on the board of directors, actions taken by the remaining directors will constitute actions of the board.

3. The board of directors will meet annually, on the third Tuesday of June. The board of directors may also hold other regular meetings, at times and places to be fixed by unanimous agreement of the board. At annual or regular meetings, the board may take any actions allowed by law or these bylaws. Special meetings may be called by the president or three or more directors giving 14 days' written notice to all directors. A notice of a special meeting must be sent by first class mail, and must state the time, place and purposes of the meeting; no action can be taken at a special meeting of directors except as stated in the notice, unless all directors consent.

4. A quorum for a meeting will consist of a majority of directors.

5. Directors will act only by unanimous assent of the directors.

6. The directors will not be compensated for serving as such. A director may, however, serve in other capacities with the corporation and receive compensation for such service.

7. Directors may, by written consent, take any action required or permitted to be taken at a directors' meeting. Such action may be taken without prior notice to the directors. The written consent must:

- state the action taken, and
- be signed and dated by at least the number of directors whose votes would be needed to take such action at a meeting.

If the written consent is not signed by all directors, the secretary will within three days send a copy of the written consent to the directors who did not sign it.

8. Directors may meet or participate in meetings by telephone or other electronic means as long as all directors are continuously able to communicate with one another.

Article II: Officers

1. The officers of the corporation will consist of:

- a president
- a vice president

- a secretary
- a treasurer

and any other officers that the board of directors may appoint.

2. The president will preside at all meetings of the directors, and will have general charge of the business of the corporation, subject to approval of the board of directors.
3. In case of the death, disability or absence of the president, the vice president will perform and be vested with all the duties and powers of the president.
4. The secretary will keep the corporate records, including minutes of shareholders' and directors' meetings and consent resolutions. The secretary will give notice, as required in these bylaws, of shareholders' and directors' meetings.
5. The treasurer will keep accounts of all moneys of the corporation received or disbursed, and will deposit all moneys and valuables in the name of the corporation in the banks and depositories that the directors designate. Checks against company accounts will be signed as directed by the board of directors.
6. The salaries of all officers will be fixed by the board of directors and may be changed from time to time by the board of directors.

Article III: Fiscal

1. The books of the corporation will be closed at a date to be selected by the directors prior to the filing of the first income tax return due from the corporation. The books will be kept on a cash basis.
2. Within 75 days after the corporation's fiscal year ends, the treasurer will have available a financial statement for the corporation.

Article IV: Amendments

Any of these bylaws may be amended or repealed by a majority vote of the shareholders at any annual meeting or at any special meeting called for that purpose.

Adopted by the Founders of Smith Academy for Excellence

Attachment 14:
Statement of Assurances

Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Grace College and Seminary and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the *Boy Scouts of America Equal Access Act*, the *Armed Forces Recruiter Access to Students and Student Recruiting Information*, the *Unsafe School Choice Option*, the *Family Educational Rights and Privacy Act* (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

10. Recipients will indemnify and hold harmless Grace College and Seminary, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that Grace College and Seminary may revoke the charter if Grace College and Seminary deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Print Name and Sign

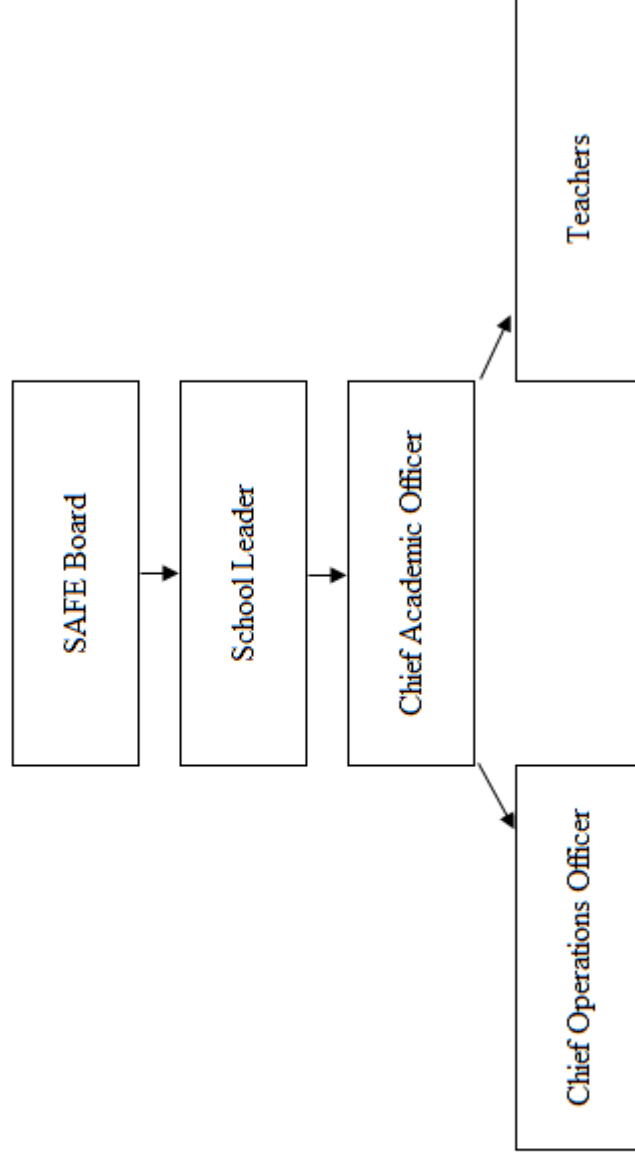
Corey Smith
Corey Smith

Date

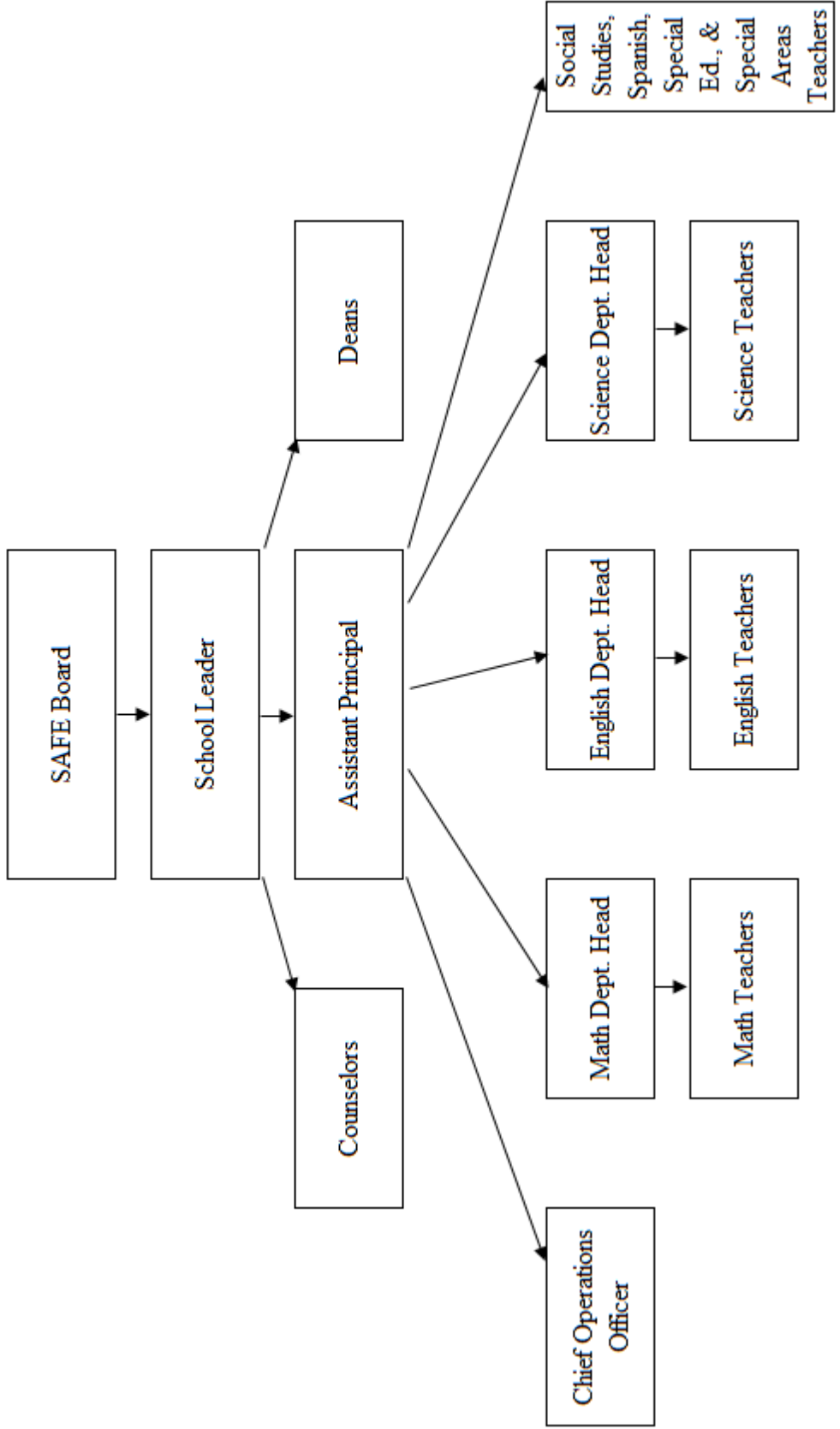
2-4-12

Attachment 15:
Organization Charts

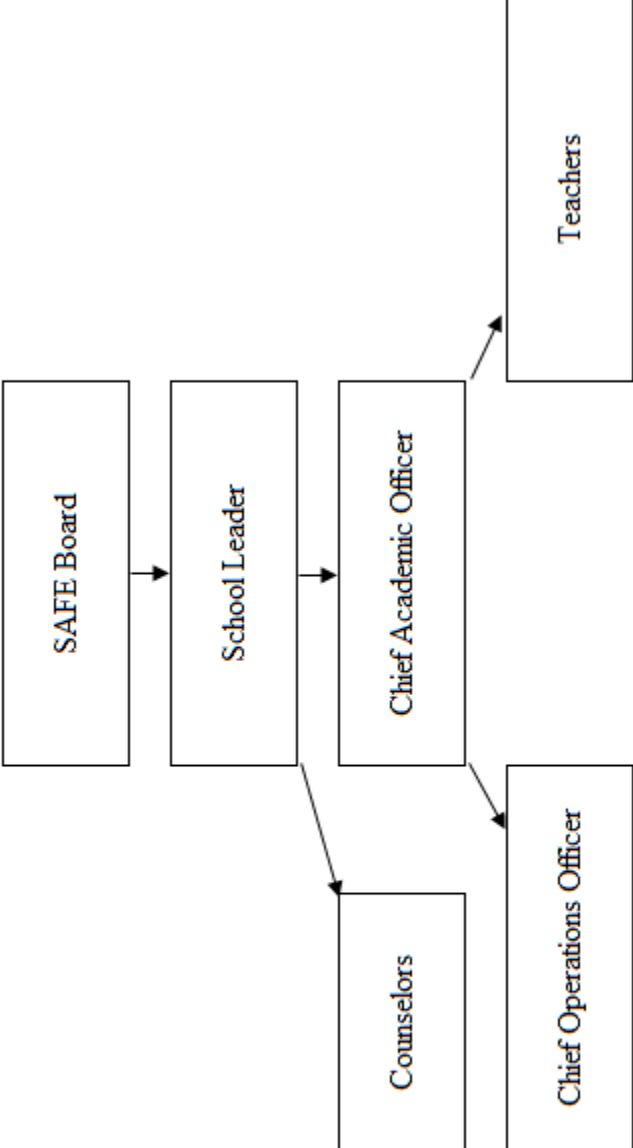
SAFE Governance and Management Organizational Chart Year 1



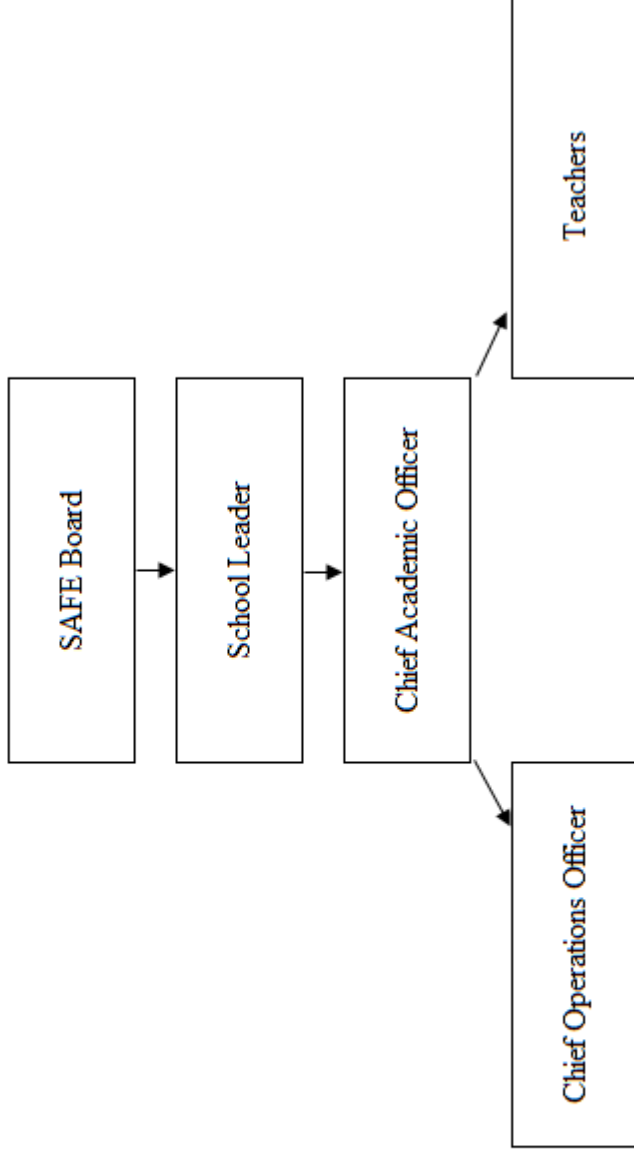
SAFE High School Governance and Management Organizational Chart at Capacity



SAFE Middle School Governance and Management Organizational Chart at Capacity



SAFE Elementary School Governance and Management Organizational Chart at Capacity



Attachment 16:
Board Member Information

MAHARA WEALTH PARTNERS

4646 West Jefferson Boulevard, Suite 185

Fort Wayne, IN 46804

Tel: 260.432.8682 Fax: 260.436.6616

Dr. Hans N. Sheridan

Has joined Mahara Wealth Partners as Director of Marketing & Development

Past Experience:

- **Teacher of Business Education and Accounting**
- **Instructor at Ball State University in School Administration courses**
- **School Administrator in Muncie and Fort Wayne**
 - ◆ **Fort Wayne Community Schools Central Office as Director of Student Services and Assistant to the Superintendent in the development of the Magnet Schools**
 - ◆ **Principal of Wayne High School**
- **Vice President of software development company–KBSI, Inc in Texas**
- **Director of Human Resources for the City of Fort Wayne**
- **CEO of the Scottish Rite Center – Fort Wayne**

Organization Membership and Honors:

- ✚ **Rotary – Downtown and Anthony Wayne**
- ✚ **33° Mason**
- ✚ **Sagamore of the Wabash**
- ✚ **Kentucky Colonel**

Family:

Married to H. Jeanne D. Sheridan; Four children; Six grandchildren



DONALD F. WILLIAMS

5630 The Prophets Pass □ Fort Wayne, IN 46845 □ (260) 496-9075 □
dfwilliams1162@frontier.com

MINISTRY SUMMARY

AUTHENTICITY | RELATIONSHIPS | TEACHING

Relationally-focused teaching/preaching pastor with nineteen years experience as a staff pastor with First Assembly of God Christian Center, Fort Wayne, IN, a congregation that has grown from 600 to over 1800 since 1992. Built a dynamic, multi-generational Christian education program. Developed strong ministry teams in adult education, men's ministry, marriage and family, and small groups. Created effective pathways of ministry discovery, development, and involvement. Assisted in strategic planning and pastoral staff management. Served as member of senior teaching team assisting in the planning, development, and presentation of messages for the weekend services. Mentored and disciplined men and women in developing healthy, strong families.

MINISTRY VISION

- To build the Kingdom of God through engaging in pastoral ministry that builds upon a commitment to personally and corporately experiencing the Spirit-formed life expressed by a passionate worship of God, a network of life-giving relationships, a lifelong participation in spiritual formation, a full engagement in serving others, and a fervent desire to reach lost both locally and globally.
 - To further develop a strong preaching/teaching ministry dedicated to a systematic, Spirit-empowered approach to the proclamation of God's Word.
 - To partner with area pastors in providing a network of churches that serve a community through prayer, outreach, and acts of service.
 - To support the establishing and nurturing of strong families in which people experience the Spirit-formed life on a daily basis.
 - To develop, train, and release men and women into ministry leadership both within the local church and throughout the world.
-

PROFESSIONAL EXPERIENCE

FIRST ASSEMBLY OF GOD CHRISTIAN CENTER, FORT WAYNE, IN

1992-Present

SENIOR ASSOCIATE PASTOR (2000- PRESENT)

Served the senior pastor and congregation as a member of the senior leadership team and senior teaching/preaching team.

Responsible for adult discipleship and leadership development ministries. Highlights include:

- Assisted in organizational redesign and strategic planning.
- Managed and gave direction to the adult ministries pastors and department leaders.
- Established and managed departmental budgets totalling over \$20K annually.
- Assisted in the planning and oversight of a 2.5 million dollar annual organizational budgeting process.
- Assisted with design and development of a \$600,000 multi-purpose facility, a 2.7 million dollar adult education facility, and the relocation of a church of 1600.
- Assisted in the leadership team responsible for three major capital stewardship campaigns.

- Created values-driven staff management process for pastoral and administrative staff.
- Led initiative to develop organizational and congregational communication process.
- Created a video-based small group curriculum to service expanding small group ministry.
- Expanded adult Christian education to over 30 classes and supervised volunteer teaching staff of over 60 adult teachers/group leaders.
- Developed pathways of ministry discovery, development, and involvement.
- Created opportunities for marriage and family enrichment through education, retreats, and curriculum development.
- Provided pastoral direction for the Men's Training Center, and its' multi-dimensional outreach to men.
- Founded the Christ Center for Ministry Formation, a ministry training partnership between the local church and Southwestern Assemblies of God University.
- Oversaw and supported the development of a refugee outreach ministry and an ESL ministry that serves over 100 internationals each week.
- Assisted and oversaw the planting of Burmese and French-speaking African ethnic churches in the Fort Wayne area.
- Participated in missions trips to Cape Town, South Africa and Sofia, Bulgaria.

MINISTER OF CHRISTIAN EDUCATION (1992-2000)

Responsible for oversight of Christian education ministries birth through senior adult.

Responsible for administration and oversight of congregational discipleship systems that included:

- Oversaw all Sunday school and non-traditional educational ministries.
- Developed of marriage and family ministry.
- Assisted with design and development of a 500k dollar multi-purpose education facility.
- Developed with my wife Nancy, a support group ministry for those with life-controlling issues.

COMPLETE BIBLICAL LIBRARY, SPRINGFIELD, MO

1989 - 1992

ASSOCIATE EDITOR, GREEK-ENGLISH DICTIONARY

Assisted in development of multi-volume New Testament reference tool for use by non-specialist.

Responsible for editorial work on the Greek-English Dictionary.

- Provided final editorial read for matters of hermeneutical and theological content.
 - Assisted in creation of ancillary products.
 - Assisted in management of support staff.
 - Oversaw development of IT related matters and supervised computer network system.
-

RELATED EXPERIENCE

Credential Committee - Indiana District of the Assemblies of God ■ 2004 - present

Christian Education Cabinet - Indiana District of the Assemblies of God ■ 1995 - Present

Marriage and Family Conference Speaker - Partner with my wife Nancy to present marriage and family conferences to churches in Indiana.

Adjunct Faculty Member -

- Indiana School of Ministry, Indiana District Assemblies of God ■ 2010 - Present
- Southwestern Assemblies of God University, School of Distance Education ■ 2005 - Present
- Taylor University, Fort Wayne, IN ■ 2004 - 2009

Board Member -

- Sofia Pentecostal Bible College, Sofia, Bulgaria ■ 2006 - Present

EDUCATION

Asbury Theological Seminary, Wilmore, KY ■ 2007
D.Min. in Spiritual Formation

The Assemblies of God Theological Seminary, Springfield, MO ■ 1989
M.Div. in Christian Education and Biblical Languages
Honors: Graduated Summa Cum Laude; Kappa Delta Chi Honor Society, 1990; Recognition for Outstanding Achievement by the National Association of Professors of Christian Education, 1989; Practical Theology Department Student of the Year, 1989.

Central Bible College, Springfield, MO ■ 1985
B.A. in Bible
Honors: Graduated Magna Cum Laude; Delta Epsilon Chi Honor Society, 1985.

PROFESSIONAL ASSOCIATIONS

Ordained, General Council of the Assemblies of God ■ 1995
Society for Pentecostal Studies ■ 2008
American Association of Professors of Christian Education ■ 2008

PUBLICATIONS AND PAPERS

Group in a Box: Resources for Small Groups, (video based small group series for home-based small groups) 11 different series, including leadership tips. 1999-2004
The Games Goes On Multimedia Kit. Gospel Publishing House 2000
50 + word study articles in the Greek-English Dictionary, The Complete Biblical Library, World Library Press, 1987-1992.
The Adult Teacher, (Adult Sunday School Curriculum) Gospel Publishing House

PERSONAL INFORMATION

Date of Birth – November 10, 1962
Married – 25 years (1985) to Nancy L. Williams, M.A., L.M.H.C.
Children – 3 (Landon, 20; Makinsey, 19; Lyndsie, 19)
Hobbies – Family activities, hunting, fishing, archery, reading, gardening

REFERENCES

Available upon request

REMOUND W. WRIGHT II

7312 PLEASANT RUN COURT
FORT WAYNE, INDIANA 46835
(260) 485-1979

CELL: (260) 402-1920

EMAIL: REMWRIGHT@FRONTIER.COM

VENTURE LEADERSHIP & DEVELOPMENT | STRATEGIC MANAGEMENT

ENTREPRENEURIAL LEADERSHIP / FINANCIAL & STRATEGIC PLANNING / BUSINESS MANAGEMENT

- Developed and implemented a comprehensive business development methodology for support of early stage, high-tech growth ventures. This client development roadmap has spawned 250+ new client ventures since CEE inception generating in excess of \$90 million in revenue, \$59 million in payroll, 360 new jobs, 230 new products and 90 new patents and resulting in the acquisition of \$71+ million in capital investment and grant support.
- Led the analysis of new business opportunities within the Logistics segment of a \$2.4 billion international transportation, storage and logistics company. Developed and implemented policy and procedures governing capital resource allocation for Allied Worldwide, Inc., a \$2.3 billion Moving, Storage and Logistics company spending over \$45 million in capital annually.
- Led Phelps Dodge Magnet Wire cross-functional cable and wire team responsible for “global vision-engineering” initiative. This team helped formulate and developed the global policy, strategy, geographic and product focus for the new \$1.8 billion global cable and wire company.

PROFESSIONAL EXPERIENCE

GREGORY HOLDINGS DBA BLUE WATER MORTGAGE, FORT WAYNE, INDIANA
PRESIDENT, STRATEGIC GROWTH & ACQUISITION DIVISION

2011-PRESENT

Blue Water Mortgage is a \$5 million mortgage brokerage firm with offices in Fort Wayne and Indianapolis, Indiana. President, Strategic Growth & Acquisition Division’s role was created to navigate industry regulatory changes and provide development and oversight of corporate expansion through mergers and acquisitions, affiliated business relationships and growth of team, talent and strategic alliance group members.

- Developed business and strategic plan for the establishment of a new Indianapolis branch; successfully recruited new Principal Manager and a new loan originator away from the competition which resulted in increased 3rd quarter gross revenue by \$60K and profits by \$30K.
- Implemented use of Adobe Acrobat X Pro Suite into the processing department’s protocol to streamline document flow from remote offices and clients and increased processing productivity by 3 files per day;

WRIGHT BUSINESS ADVISORS, LLC, FORT WAYNE, INDIANA
FOUNDER & PRESIDENT

2009-PRESENT

Wright Business Advisors, LLC launched January 2009, as a business consultancy, focuses on helping strong start-up companies beyond the incubation and acceleration stage grow stronger. Wright Business Advisors, LLC assists entrepreneurial leadership teams that are in their second stage of development with the establishment of new markets, capital and talent acquisition, financial and strategic planning and other matters relating to second stage growth businesses. We have worked with clients in healthcare, software development, financial services, professional coaching and sports performance industries.

**NORTHEAST INDIANA INNOVATION CENTER, FORT WAYNE, INDIANA
DIRECTOR, CENTER FOR ENTREPRENEURIAL EXCELLENCE (CEE)****2002-2011**

The Center for Entrepreneurial Excellence part of the Northeast Indiana Innovation Center, a \$15 million stand-alone business incubator and accelerator, dedicated to developing and growing life science and technology based ideas and ventures. The CEE assists innovators, inventors and entrepreneurs with business creation, planning, product development, angel and venture capital financing.

- Developed business model and professional services products and solutions for the CEE, NIIC's growing business coaching and support consultancy. Business development / client acquisition initiatives resulting in the acquisition / launch of 200+ new ventures; 46 resident and 20 affiliate clients currently and expansion from 5,000 sq. ft. in 2002 to 70,000 sq. ft. under management in 2010.
- Developed NIIC's annual client business review process and created the Balanced Scorecard, resulting in the annual compilation and analysis of key client success metrics measuring profitability, growth, solvency, and continuous improvement aggregated and published for stakeholder reporting.
- Developed Entrepreneurial Leadership Development Program – a continuing professional education series facilitated by the CEE and designed for start-up and experienced entrepreneurs prepared to address personal and professional development, entrepreneurial risks, and growth opportunities, through training and personal coaching. Program has achieved certification from the Johnson Center for Entrepreneurship and Innovation and the Kelley School at Indiana University.

ALLIED WORLDWIDE, INC., FORT WAYNE, INDIANA**1998-2001****DIRECTOR, CORPORATE - FINANCIAL PLANNING & ANALYSIS**

Developed and implemented policy and procedures governing capital resource allocation for Allied Worldwide, Inc., a \$2.3 billion Moving, Storage and Logistics company spending over \$45 million in capital annually.

- Provided significant contribution to North American Van Line's \$60 million cost re-engineering initiative. The two-man finance team validated and then integrated all savings into current budgets, forecasts and strategic plans. Eliminated 50% of the targeted expense within two years.
- Planned and coordinated the development of six new logistics locations and 2 new product offerings in support of growth initiatives generating over \$600 thousand in incremental revenue.

OTHER EXPERIENCE**PHELPS DODGE MAGNET WIRE COMPANY, FORT WAYNE, INDIANA | DIRECTOR, BUSINESS DEVELOPMENT & PLANNING****WESTINGHOUSE ELECTRIC CORPORATION, PITTSBURGH, PENNSYLVANIA | SENIOR FINANCIAL ANALYST****WESTINGHOUSE ELECTRIC CORPORATION, PITTSBURGH, PENNSYLVANIA | SENIOR PLANNER****DELOITTE & TOUCHE, LLP, PITTSBURGH, PENNSYLVANIA | SENIOR AUDITOR****EDUCATION****M.B.A., A. J. PALUMBO GRADUATE SCHOOL OF BUSINESS, DUQUESNE UNIVERSITY****B. B. A., ACCOUNTING, WESTERN MICHIGAN UNIVERSITY**

Patricia Edwards-Holbert

1808 West State Blvd Fort Wayne, IN 46808
260.760.4484

earthwatersoul@yahoo.com

Recognitions Who's Who Among American College Teachers 2001, 2002, 2004, 2005, 2006, 2008
National Communicators Award- Television Public Service Announcement

Publications The Power of the Podium: Surviving Public Speaking
The Power Continues: Advanced Presentation Skills
Around the Corner: Around the World: Intercultural Communication

Education **Master of Arts, Ball State University, Muncie, IN**
Community Education

Bachelor of Science, Ball State University, Muncie, IN
Interpersonal Communication and Psychology

Reppert School of Auctioneering, Auburn, IN
Auctioneer: Specializing in Estates/Benefits

Experience

Novartis Pharmaceuticals <i>Medical Speech Writer</i>	2001-Present
Indiana University-Purdue University Fort Wayne Campus <i>Communication and Conference Leadership Faculty</i>	1995-Present
Ivy Tech State College <i>Communication Instructor</i>	1993-1998 2010-Present
University of Saint Francis <i>Assistant Professor of Communication-Tenured</i> Responsible for teaching/ or assigning adjunct faculty to all communication courses: Public Relations and Public Speaking, Special Event Planning.	1993-2008
Director Study Abroad Program 1998-2008 Recruited and organized a yearly trip to European location. Students traveled to one of the following locations to study intercultural communication: Italy, France, Belgium, England, Russia, Denmark, Spain and Switzerland.	
Faculty Advisor- Public Relations Society Created Student Club. Designed to provide students "real world" work experiences	
Easter Seals Arc of Northeast Indiana <i>Communication and Media Director</i> Developed Public Relations materials and activities to assist in the awareness of services and to generate community donations. My key project was the PR campaign when the organization changed their name and special event planning to create awareness and market services.	1995-1998
Park Center, Inc. <i>Community Relations Manager</i> Responsible for Fundraising and Development, creating workshop and special events to create awareness of services and issues in mental health treatment. Created the Brown Bag Lunch (for 20 years continues to be fundraiser for SCAN)	1988-1993
Speaker's Bureau Director-Daybreak Marketing services through public speaking assignments.	

Memberships

Public Relations Society of America
National Communication Association
American Society of Training and Development
National Auctioneer's Association

CURRICULUM VITAE FOR Roger W. Ringenberg

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• rgringenberg@taylor.edu •

EDUCATION

- D.Miss., Trinity Evangelical Divinity School, 1992.
- Th.M., Grace Theological Seminary, 1982.
- M.Div., Trinity Evangelical Divinity School, 1973.
- Graduate Study, American Institute of Holy Land Studies (later JUC), Israel, 1969-1970.
- B.A. in Pastoral Ministries, Fort Wayne Bible College (later TUFW), 1969.
- Course work in Psychology and Sociology, Penn College (later Cleveland St. U.) 1964-1965.

ACADEMIC/TEACHING EXPERIENCE

- **Weber School at Grace College (2011)** Adjunct Professor
- **Taylor University, Upland (2009-2011)** Associate Professor of Bible and Missions
- **Taylor University, Fort Wayne, Indiana (1992-2009)** Associate Professor of Bible and Intercultural Studies (TUFW closed May 31, 2009)
- **Fort Wayne Bible College/Summit Christian College, Fort Wayne, Indiana (1983-1992)** Associate Professor of Bible, Philosophy, and World Mission (In 1992 Summit Christian College merged with Taylor University)
- **Jamaica Theological Seminary, Kingston, Jamaica (1974-1983)** Lecturer in Bible, Theology, and Philosophy, 1974-1983.
Dean of Students and Lecturer, 1977-1980.
Academic Dean and Lecturer, 1980-1983.

COURSES TAUGHT

- **Biblical Literature**
 - *Old Testament*
 - Biblical Literature I (OT Survey)
 - Pentateuch
 - Historical Books
 - Hebrew Prophets
 - Isaiah
 - Poetic and Wisdom Literature
 - *New Testament*
 - Biblical Literature II (NT Survey)
 - Gospels
 - Matthew
 - John
 - Acts and Pauline Epistles
 - Romans
 - Pastoral Epistles
 - Non-Pauline Epistles
 - Revelation & Daniel
 - *Hermeneutics*: Inductive Study of the Bible
- **Religious Studies**
 - Systematic Theology I (Bible, God, Angels)
 - Systematic Theology II (Humanity, Sin, Christ)
 - Systematic Theology III (Holy Spirit, Salvation, Church, Last Things)
 - Historic Christian Belief (Systematic Theology)
 - Foundations of Christian Formation (Worldviews)
 - Mission Area Studies
 - Foundations of Christian World Mission
 - Preparation & Strategy for Christian World Mission
 - Introduction to International Ministry
 - Cross Cultural Outreach
- **Philosophical Studies**
 - Introduction to Philosophy
 - Introduction to Christian Ethics
 - World Religions
 - Contemporary Christian Belief (Christian Apologetics)

VOCATIONAL/PRACTICAL MINISTRY EXPERIENCE

- **First Missionary Church, Fort Wayne, Indiana** (Home Church, 1983-present) Served as Adult Sunday School Teacher, Elder, and Vice-Chairman of Board, Member of Missions Committee
- **Hope Missionary Church, Bluffton, Indiana**
Interim Preaching Pastor. August 2, 1992 - August 29, 1993.
- **Westview Alliance Church, Fort Wayne, Indiana**
Interim Preaching Pastor. September-December, 1988; April- September, 1990.
- **Missionary Church, Inc., Fort Wayne, Indiana**
Licensed Minister, 1969-1973; Ordained Minister, 1974-Present.
Missionary (World Partners), 1974-1983.
- **First Missionary Church, Chicago, Illinois**
Pastor, 1973-1974.
Associate Pastor, 1971-1973 (also Psychiatric Ward Orderly at Lutheran General Hospital, 1971; and Rehabilitation Ward Orderly at Swedish Covenant Hospital, 1972-1973)
Youth Pastor, 1970-1971.
- **Woodburn Missionary Church, Woodburn, Indiana**
Assistant Pastor, 1968-1969.
Youth Pastor, 1967-1968.

PUBLICATIONS, PRESENTATIONS & PANELS

- "How Do You Decide?" *Quest* (Spring 1977): 23-24.
- *Rastafarianism: An Expanding Jamaican Cult*. Kingston, Jamaica: Jamaica Theological Seminary, 1978.
- "Prophecy and the Return of Christ." *Quest* (Spring 1980): 20-22.
- "Is the Bible the Word of God?" *Caribbean Challenge* 27 (January 1983): 6-7.
- "Caribbean Theology: An Analysis from an Evangelical Perspective." Th.M. thesis, Grace Theological Seminary, 1982. 155 pp.
- "Towards an Evangelical Theology." (with David HoSang) *Evangelical Review of Theology* 7 (April 1983): 132-146.
- "A History of Jamaica Theological Seminary: 1960-1992." D.Miss. thesis, Trinity Evangelical Divinity School, 1992. 308 pp.
- "Practical Helps for Bible Teachers," Three Rivers Sunday School Convention Workshop, September 26, 1992.
- "Old Testament Survey," four week evening seminar at Stone's Hill Community Church, Ligonier, Ind. Sept. 1992.
- "Biblical Perspective of a Spiritual Leader," Central District Men's Retreat, Nov. 14, 1992.
- "Christianity and Islam" Dialogue with Shabir Karim, sponsored by the International Fellowship, November 20, 1992.
- "Christian Cults," seminar series at Hope Missionary Church, September, 1995.
- "Eschatology and Y2K," presentation at Lincolnshire Church of the Brethren, July, 29, 1999.
- "The Old Order Amish," presentation at an International Fellowship, Sept. 17, 1999.
- "The Supremacy of Christ among World Religions," presentation at Fairhaven Mennonite Church, Oct. 21, 1999.
- "Biblical Prophecy," five week series at Hope Missionary Church, Feb.13-March 12, 2000.
- "Israel: The Birthplace of Three World Religions," presentation at International Fellowship, Oct. 13, 2000.

- “World Religions: Hinduism, Buddhism, and Islam,” three week seminar at Hope Missionary Church, March 4-18, 2001.
- “Called to Co-Mission: Missions in the NT,” presentation for the Perspectives on the World Christian Movement class at Fellowship Missionary Church, February 18, 2002.
- “OT Survey,” seven week evening seminar at Woodburn Missionary Church, Feb-March, 2003.
- “Christ: The Center of Prophecy,” presentation at IPFW InterVarsity, Oct. 3, 2003.
- “Cross-Culture Communication,” seminar for Lutheran Social Services’ workers at Grace Lutheran Church, May 26, 2004.
- “Transition to a New Culture,” presentation at International Fellowship in Fort Wayne, Sept. 10, 2004.
- “Called to Co-Mission,” presentation for Indianapolis Perspectives on the World Christian Movement held at the Church at the Crossing, Sept. 23, 2004.
- “Questions Regarding Christianity,” panel discussion at IPFW InterVarsity, Sept. 22, 2005.
- “Islam in the World Today,” presentation at Clear Creek Church, IN, March 1, 2006.
- “Christianity and Politics,” presentation at IPFW InterVarsity, Oct. 2, 2008.
- “History of Athletics at Bethel College and FWBC/Summit/TUFW,” panel discussion at Missionary Church Historical Society, Oct. 6, 2008.

PROFESSIONAL AFFILIATIONS & CERTIFICATIONS

- **Professional Member**, *Evangelical Theological Society*, 1987–Present.
 - Program Chairman of the Midwestern Evangelical Society, 1996.
- **Professional Member**, *Evangelical Missiological Society*, 1990–Present.
- **Professional Member**, *Missionary Church Historical Society*, 1990-Present.
 - Editorial Board, *Missionary Church Historical Society*
 - Associate Editor of *Reflections* (journal of the *Missionary Church Historical Society*)
 - *Missionary Church Archives* Trustee
 - Secretary of *Missionary Church Historical Society*, 1992-1995.
 - Vice-President of *Missionary Church Historical Society*, 1995-2005.
- **Board Member**, *Local InterVarsity Christian Fellowship*, 1995-2000.

SERVICE - UNIVERSITY

- **Developed Intercultural Studies Program**, 1992-1993.
- **Program Director**, served as Program Director for TUFW’s Intercultural Studies department, 1992-2009.
- **TWO (Taylor World Outreach)**, served as Faculty Advisor, 1993-2009.
- **Faculty Candidate and Interview Committee**, served on the committee for three years.
- **Faculty Development Committee**, served on the committee for three years.
- **Athletic Committee**, served on the committee, 2005-2009.

SERVICE - STUDENTS

- **Academic Advising**, Developed advising materials, curriculum guides, program objectives, and more, 1983-Present.
- **Urbana, Missions Conference**, Took students to Urbana in 1996, 2000, 2003, and 2006.
- **Global Christian Fellowship (IVCF)**, Work with international students at local Fort Wayne universities. Teach Bible study. 1996-Present.
- **Lighthouse Trips**, Took students on 3-week short-term mission trips in January, 1995-

2011.

SERVICE - CHURCH

- **Elder**, Served as elder at First Missionary Church, 1992-1998; 2000-2005.
- **Vice-Chairman of the Board**, 1996-1998.
- **Adult Sunday School Teacher**, Served as adult Sunday School teacher, 1983-2010.
- **Member of Missions Committee**, 2003-2011.
- **Member of Adopt-A-People Small Group**, 2000-2009.
- **Pulpit Supply**, at various churches, 1983-2011.

SERVICE - COMMUNITY

- **Block Captain, Fairmont Neighborhood Association**, 1983-2003.
- **TUFW Community Service Day Committee**, served as one of two faculty representatives, 1999-2002.
- **ESL Class for Refugees**, assist at Fellowship Missionary Church, 2008-9.

Attachment 17:
Code of Ethics and Conflict of Interest

Code of Ethics for Board Members

As a member of the Smith Academy for Excellence Board of Directors, I will strive to perpetuate educational growth, and to that end I will:

Attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.

Observe and enforce state laws and regulations pertaining to education.

Confine board action to policymaking, planning, and appraisal.

Delegate administrative action to the School Leader, as the board's executive.

Accept the will of the majority in board decisions and assist in carrying out such decisions.

Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups.

Inform myself about current educational issues by individual study or other viable means.

Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.

Avoid compromising the Board or administration by inappropriate individual action or comments, and respect the confidentiality of information that is privileged under applicable law.

Remember always that my first and greatest concern must be the educational welfare of the students attending Smith Academy for Excellence.

Board Member Conflict of Interest

Policy

It is the ethical duty of all Smith Academy for Excellence Board members to avoid conflicts of interest as well as the appearance of conflicts of interest.

Definition

“Conflict of interest” means a situation when a board member’s private interests, as distinguished from the board member’s interest as a member of the general public, would benefit from or be harmed by his or her actions as a member of the board.

Implementation

In order to comply with the obligations thus imposed, the Board and its members will adhere to the following recommended standards.

1. A Board member will not give the impression that he or she would represent special interests or partisan politics for personal gain.
2. A Board member will not give the impression that he or she has the authority to make decisions or take action on behalf of the Board or the school administration.
3. A Board member will not use his or her position on the Board to promote personal financial interests or the financial interests of family members, friends or supporters.
4. A Board member will not solicit or accept anything of value in return for taking particular positions on matters before the Board.
5. A Board member will not give the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.

Avoiding Conflicts

When a Board member becomes aware that he or she is in a position that creates a conflict of interest or the appearance of a conflict of interest as defined in this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the Board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

Complaints of Conflict of Interest

When a conflict of interest claim against a Board member is brought to the Board in writing and is signed by another Board member or a member of the public, and the Board member against whom the claim is made does not concur that a conflict in fact exists, the following Board procedures will be followed.

1. Upon a majority vote of the remaining Board members, or upon order of the chair, the Board will hold an informal hearing on the conflict of interest claim, giving both the Board member and the person bringing the claim an opportunity to be heard.

2. At the conclusion of the informal hearing, the remaining Board members will determine by majority vote whether to:

a. issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed;

b. issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the Board deliberations or decision related to that issue and/or

c. issue a public finding that the conflict of interest charge is supported by the evidence and the Board member should be formally censured or subjected to such other action.

Attachment 18:
Education Service Provider (ESP)
Documentation

(Documentation forthcoming upon agreement with education service provider)

Attachment 19:
Evidence of Support from Community
Partners

January 24, 2012

It is with pleasure; I offer support of the Smith Academy for Excellence. Fort Wayne, IN.

As my tenure in higher education continues I have begun to notice some missing links in the classroom. It began to become a constant that students were less and less creative in solving problems, and their ability to think critically was minimal. I trust students still possess these skills, yet either they were discouraged or not encouraged to use.

Currently, unfortunately, I have asked all students to sign a Civility Statement, stating they will respect each other, instructor and classroom guest. It disheartens me that it has become necessary to include this in a class Syllabus.

And lastly, there is lack of service to their neighborhoods and communities. There is minimal knowledge about the various needs, and they lack initiative to inquire.

I see the excitement in a student's "spirit" when they are presented with opportunities to explore, reflect, create, and share their thoughts and feelings. Many share they learned more than anticipated, not only about the subject matter, yet about themselves when given these opportunities.

I believe the Smith Academy for Excellence is a solution for those young students as they prepare for continued education and service. Hence, with pleasure I support the mission, values, premise in which Smith Academy for Excellence is founded upon.

I offer my encouragement and excitement for a successful journey of training and teaching our valued youth!

Sincerely,

Patricia Edwards-Holbert

Patricia Edwards-Holbert, MA
Founding Board Member

Feb. 1, 2012

To Whom It May Concern,

My wife and I have lived on the south side of Fort Wayne for almost 29 years and over the years our city has undergone great changes. It is far more diverse than it was when we moved here, and there is a great need for schools that can meet the changing needs of the students in Fort Wayne. This is especially true of the southeast side where there is a large minority population and 60% of the homes are single parent households. We are in full support of the vision and mission of Smith Academy for Excellence. We believe there is a great need for a school that will combine strong academic instruction with character development and service learning. This need is especially great for minority males, which Smith Academy will seek to serve.

Sincerely,

Roger and Carol Ringenberg
1016 W. Rudisill Blvd.
Fort Wayne, IN 46807

Attachment 20:
Start-Up Plan

(Documentation forthcoming upon agreement with education service provider)

Attachment 21:
Insurance Coverage

(Documentation forthcoming upon agreement with education service provider)

Attachment 22:
Detailed Budget Forms

SAFE
Budget Detail
Fiscal Year 2013-2018

Year 1 Year 2 Year 3 Year 4 Year 5
Student Population 198 298 398 498 598

Description

Acct Number	REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5
0100-3111	State Unrestricted - Basic Grant	752,400	1,884,800	2,644,800	3,404,800	4,164,800
SUBTOTAL		752,400	1,884,800	2,644,800	3,404,800	4,164,800

EXPENDITURES

11XXX	INSTRUCTIONAL PROGRAMS	Year 1	Year 2	Year 3	Year 4	Year 5
0100-11200-311	Instructional Services - Wages/Benefits	521,475	673,119	829,313	990,192	1,139,898
0100-11200-611	Operational Supplies	3,000	4,000	4,300	4,500	5,000
0100-11200-630	Textbook	14,850	22,350	29,850	37,350	44,850
0100-11200-660	Other Supplies and Materials	3,960	5,960	7,960	9,960	11,960
0100-11200-810	Dues and Fees	2,000	2,500	3,000	3,500	4,000
0100-11100-742	Distance Learning Equipment	2,500	2,500	2,500	2,500	2,500
0100-11100-741	Computer Hardware	138,600	77,000	77,000	77,000	77,000
SUBTOTAL		686,385	787,429	953,923	1,125,002	1,285,208

130XX SPECIAL PROGRAMS

0100-13600-311	Instructional Services - Wages/Benefits	44,076	45,398	96,760	99,663	152,653
SUBTOTAL		44,076	45,398	96,760	99,663	152,653

212XX INFORMATION SERVICES

0100-21240-540	Advertising	7,500	7,500	7,000	6,000	6,000
0100-21240-550	Printing and Binding	1,000	1,000	1,000	1,000	4,000
SUBTOTAL		8,500	8,500	8,000	7,000	10,000

221XX	IMPROVEMENT ON INSTRUCTION					
0100-22120-312	Instructional Programs Improvement Ser	1,000	2,000	2,000	3,000	3,000
SUBTOTAL		1,000	2,000	2,000	3,000	3,000

23XXX	SUPPORT SERVICES - GENERAL ADMINISTRATION					
0100-23290-319	Other Professional and Technical Service	60,192	226,176	317,376	408,576	499,776
0100-23110-319	Other Professional and Technical Service	22,572	56,544	79,344	102,144	124,944
0100-23150-318	Board of Education Services	2,500	7,000	7,500	8,000	8,000
0100-23150-810	Dues and Fees	425	425	425	425	425
SUBTOTAL		85,689	290,145	404,645	519,145	633,145

24XXX	SUPPORT SERVICES - SCHOOL ADMINISTRATION					
0100-24100-314	Staff Services - Wages/Benefits	271,305	279,444	287,827	296,462	305,356
0100-24100-319	Other Professional and Technical Service	10,000	10,000	10,000	10,000	10,000
0100-24100-532	Postage	500	600	650	700	750
0100-24100-580	Travel and Expense	100	125	150	175	200
0100-24100-611	Operational Supplies	3,000	3,500	3,500	4,000	4,000
0100-24100-615	Other Supplies and Materials	1,000	1,050	1,100	1,200	1,200
0100-24100-747	Software	4,000	7,000	7,000	7,000	7,000
0100-24100-810	Dues and Fees	500	550	600	600	650
SUBTOTAL		290,405	302,269	310,827	320,137	329,156

26XXX	OPERATION & MAINTENANCE OF PLANT					
0100-26200-319	Other Professional and Technical Service	14,386	28,817	29,682	30,572	31,489
0100-26200-411	Water and Sewage	7,200	7,200	7,200	7,200	7,200
0100-26200-412	Removal of Refuse and Garbage	6,000	6,000	6,000	6,000	6,000
0100-26200-430	Repairs and Maintenance Services	10,000	11,000	12,000	13,000	14,000
0100-26200-490	Other Property Services	4,800	4,800	4,800	4,800	4,800
0100-26200-531	Telephone	8,400	5,400	5,400	5,400	5,400
0100-26200-611	Operational Supplies	20,000	12,000	13,000	14,000	15,000
0100-26200-621	Heating and Cooling for Buildings - Elect	30,800	31,500	32,000	32,500	33,000
0100-26200-622	Heating and Cooling for Buildings - Gas	19,800	19,800	19,800	19,800	19,800

Year 1 Year 2 Year 3 Year 4 Year 5

0100-26200-744	Connectivity - Internet Connection & Netw	6,000	6,000	6,000	6,000	6,000
0100-26400-430	Repairs and Maintenance	2,000	5,500	6,000	6,000	6,000
0100-26400-440	Equipment- Rentals	9,000	9,000	9,000	9,000	9,000
0100-26700-520	Insurance	16,000	16,000	17,000	17,000	17,000
0100-26700-730	Equipment	59,625	23,100	37,700	37,700	37,700
SUBTOTAL		214,011	186,117	205,582	208,972	212,389

27X.XX	PUPIL TRANSPORTATION					
0100-27100-510	Pupil Transportation - Wages/Benefits	32,035	32,996	33,986	35,005	36,055
0100-27300-430	Repairs and Maintenance Services	8,000	8,000	12,000	12,000	12,000
0100-27300-612	Tires and Repairs			1,500	1,500	1,500
0100-27300-613	Gas and Lubricants	12,000	12,000	14,000	15,000	16,000
0100-27300-810	Dues and Fees	500	500	500	500	500
SUBTOTAL		52,535	53,496	61,986	64,005	66,055

27400	PURCHASE OF SCHOOL BUSES					
0100-27700-731	Vehicles	30,000	0	0	0	0
SUBTOTAL		30,000	0	0	0	0

Year 1 Year 2 Year 3 Year 4 Year 5

455XX	FACILITIES ACQUISITION & CONSTRUCTION					
0100-45500-440	Building - Rent	75,240	188,480	264,480	340,480	416,480
SUBTOTAL		75,240	188,480	264,480	340,480	416,480
	TOTAL EXPENDITURES	1,487,840	1,863,834	2,308,203	2,687,405	3,108,086
	TOTAL REVENUE	752,400	1,884,800	2,644,800	3,404,800	4,164,800
	General Fund - Excess/(Deficit)	(735,440)	20,966	336,597	717,395	1,056,714
	Food Service Fund - Excess/(Deficit)	67,712	97,496	139,166	167,814	208,949
	EXCESS/(DEFICIT) LESS BUDGETED	(667,728)	118,462	475,763	885,209	1,265,662
	BEGINNING FUND BALANCE	\$ -	\$ (667,728)	\$ (549,266)	\$ (73,503)	\$ 811,706
	ENDING FUND BALANCE	(667,728)	(549,266)	(73,503)	811,706	\$2,077,368
	FUND BALANCE AS PERCENTAGE OF	-89%	-29%	-3%	24%	50%

SAFE - Staffing

Function/Acct Job	Employee	2012 Proposed	Employee Taxes	Employee Benefits
0100-11200-311	Teachers			
	Classroom teacher	35,000	3,850	14,054
	Classroom teacher	35,000	3,850	11,190
	Classroom teacher	35,000	3,850	5,226
	Classroom teacher	35,000	3,850	5,226
	Classroom teacher	35,000	3,850	5,226
	Classroom teacher	34,000	3,740	5,217
	Classroom teacher	34,000	3,740	14,045
	Classroom teacher	34,000	3,740	5,217
	PE, Art, Music -	35,000	3,850	14,054
	SUBS:	5,000	550	
	SUBTOTAL	317,000	34,870	79,455
0100-11200-311	Parapros			
	Aide	20,304	2,233	
	Aide	20,304	2,233	
	Aide	20,304	2,233	
	Aide	20,304	2,233	
	SUBTOTAL	81,216	8,934	-
0100-13600-311	Special E d. - Teachers			
	Teacher	35,000	3,850	5,226
	SUBTOTAL	35,000	3,850	5,226
0100-24100-314	Office of the Principal			
	Leader	70,000	7,700	14,369
	Office Manager	23,400	2,574	
	Assistant Leader	60,000	6,600	5,451
	Assistant Leader/Operations	50,000	5,500	11,325
	P/T School Year Assistant	12,960	1,426	
	SUBTOTAL	216,360	23,800	31,145
0100-26200-319	Maintenance			
	P/T Custodial - School Year	12,960	1,426	
	SUBTOTAL	12,960	1,426	-

0100-27100-331	Transportation			
	Driver	9,620	1,058	-
	Driver	9,620	1,058	-
	Driver	9,620	1,058	-
	SUBTOTAL	28,860	3,175	-
0800-31200-319	Food Svs.			
	P.T School Year Aide	10,800	1,188	-
	SUBTOTAL	10,800	1,188	-
	Total	702,196	77,242	115,827

SAFE
Food Service Budget Detail for Fiscal Year 2013-2018

Account Number	Description	Year 1	Year 2	Year 3	Year 4	Year 5
		198	298	398	498	598
REVENUE						
0800-1611	Student Lunch	1,200	1,300	1,400	1,500	1,500
0800-4291	Federal Unrestricted - School Lunch Reimbursement	125,000	188,038	251,138	314,238	377,338
0800-4292	Federal Unrestricted - School Breakfast Reimbursement	50,000	75,096	100,296	125,496	150,696
		\$ 176,200	\$ 264,434	\$ 352,834	\$ 441,234	\$ 529,534
EXPENDITURES						
31200 FOOD SERVICE						
0800-31200-319	Other Professional and Technical Services - Wages/Benefits	11,988	24,348	25,078	38,830	39,995
0800-31400-319	Other Professional and Technical Services	90,000	135,590	181,090	226,590	272,090
0800-31400-614	Food Purchases	5,000	5,500	6,000	6,500	7,000
0800-31400-615	Other Supplies	1,500	1,500	1,500	1,500	1,500
		\$ 108,488	\$ 166,938	\$ 213,668	\$ 273,420	\$ 320,585
TOTAL EXPENDITURES		\$ 108,488	\$ 166,938	\$ 213,668	\$ 273,420	\$ 320,585
TOTAL REVENUE		176,200	264,434	352,834	441,234	529,534
EXCESS/(DEFICIT)		\$ 67,712	\$ 97,496	\$ 139,166	\$ 167,814	\$ 208,949

SAFE
Furnishings and Equipment

		Year 1		
		Price	Quantity	Total
Classroom	Computers, classroom	\$ 601	0	\$ -
Classroom	Laptops	\$ 775	0	\$ -
Classroom	Printers, classroom	\$ 600	0	\$ -
Classroom	Classroom Tables (K-3)	\$ 122	0	\$ -
Classroom	Chairs to accompany above	\$ 20	0	\$ -
Classroom	Open Front Desks (4-8)	\$ 50	0	\$ -
Classroom	Student/desk/chair combo	\$ 160	200	\$ 32,000
Classroom	Stack Chairs	\$ 20		\$ -
Classroom	Bookcase (Classroom)	\$ 85	0	\$ -
Classroom	Computer cart - 25 laptops, storage cart, printer, switches, power strips	\$22,000	1	\$ -
Classroom	Computer tables w/accompanying chairs (designed for computer usage)	\$ 275	0	\$ -
Classroom	Smart Boards	\$ 3,099	8	\$ -
Classroom	Installation of Smart Boards	\$ 300	8	\$ -
Classroom	Marker Boards	\$ 310	8	\$ -
Classroom	Tackboard	\$ 1,000	0	\$ -
Classroom	Cubby	\$ 125	0	\$ -
Classroom	Teacher Desks	\$ 400	9	\$ 3,600
Classroom	Teacher Chairs	\$ 125	9	\$ 1,125
Classroom	4 drawer files	\$ 200	9	\$ 1,800
Classroom	Teacher laptops	\$ 1,000		\$ -
Cafeteria	Cafeteria tables (estimates 6 per table, 3 lunch periods)	\$ 450	0	\$ -
Office	Server	\$ 900	1	\$ 900
Office	Computers, office	\$ 1,100	5	\$ 5,500
Office	Printers, office	\$ 700	1	\$ 700
Office	Fax	\$ 1,500	0	\$ -
Office	Vertical Files	\$ 200	2	\$ 400
Office	FireSafe Cabinet	\$ 2,000	1	\$ 2,000
Office	Office Desks	\$ 1,000	4	\$ 4,000
Office	Office Chairs	\$ 400	4	\$ 1,600
Office	Conference Table	\$ 400	0	\$ -
Office	Conference Chairs	\$ 135	0	\$ -
Office	Phone System	\$ 6,000	1	\$ 6,000
				\$ -
Building	Security Equipment	\$ 4,000	0	\$ -
Building	Burglar alarm system	\$ 3,000	0	\$ -

\$ 59,625

Year 2

		Price	Quantity	Total
Classroom	Computers, classroom	\$ 601	0	\$ -
Classroom	Laptops	\$ 775	0	\$ -
Classroom	Printers, classroom	\$ 600	4	\$ 2,400
Classroom	Classroom Tables (K-3)	\$ 122	0	\$ -
Classroom	Chairs to accompany above	\$ 20	0	\$ -
Classroom	Open Front Desks (4-8)	\$ 50	0	\$ -
Classroom	Student/desk/chair combo	\$ 160	100	\$ 16,000
Classroom	Stack Chairs	\$ 20		\$ -
Classroom	Bookcase (Classroom)	\$ 85	0	\$ -
Classroom	Computer cart - 25 laptops, storage cart, printer, switches, power strips	\$22,000		\$ -
Classroom	Computer tables w/accompanying chairs (designed for computer usage)	\$ 275	0	\$ -
Classroom	Smart Boards	\$ 3,099	0	\$ -
Classroom	Installation of Smart Boards	\$ 300	0	\$ -
Classroom	Marker Boards	\$ 310	0	\$ -
Classroom	Tackboard	\$ 1,000	0	\$ -
Classroom	Cubby	\$ 125	0	\$ -
Classroom	Teacher Desks	\$ 400	4	\$ 1,600
Classroom	Teacher Chairs	\$ 125	4	\$ 500
Classroom	4 drawer files	\$ 200	4	\$ 800
Classroom	Teacher laptops	\$ 1,000		\$ -
Cafeteria	Cafeteria tables (estimates 6 per table, 3 lunch periods)	\$ 450	4	\$ 1,800
Office	Server	\$ 900	0	\$ -
Office	Computers, office	\$ 1,100	0	\$ -
Office	Printers, office	\$ 700	0	\$ -
Office	Fax	\$ 1,500	0	\$ -
Office	Vertical Files	\$ 200	0	\$ -
Office	FireSafe Cabinet	\$ 2,000	0	\$ -
Office	Office Desks	\$ 1,000	0	\$ -
Office	Office Chairs	\$ 400	0	\$ -
Office	Conference Table	\$ 400	0	\$ -
Office	Conference Chairs	\$ 135	0	\$ -
Office	Phone System	\$ 6,000	0	\$ -
Building	Security Equipment	\$ 4,000	0	\$ -
Building	Burglar alarm system	\$ 3,000	0	\$ -

\$ 23,100

Year 3, 4 and 5

		Price	Quantity	Total
Classroom	Computers, classroom	\$ 601	0 \$	-
Classroom	Laptops	\$ 775	0 \$	-
Classroom	Printers, classroom	\$ 600	4 \$	2,400
Classroom	Classroom Tables (K-3)	\$ 122	0 \$	-
Classroom	Chairs to accompany above	\$ 20	0 \$	-
Classroom	Open Front Desks (4-8)	\$ 50	0 \$	-
Classroom	Student/desk/chair combo	\$ 160	200 \$	32,000
Classroom	Stack Chairs	\$ 20	\$	-
Classroom	Bookcase (Classroom)	\$ 85	0 \$	-
Classroom	Computer cart - 25 laptops,			
Classroom	storage cart, printer, switches,			
Classroom	power strips	\$22,000	\$	-
Classroom	Computer tables w/accompanying chairs			
Classroom	(designed for computer usage)	\$ 275	0 \$	-
Classroom	Smart Boards	\$ 3,099	0 \$	-
Classroom	Installation of Smart Boards	\$ 300	0 \$	-
Classroom	Marker Boards	\$ 310	0 \$	-
Classroom	Tackboard	\$ 1,000	0 \$	-
Classroom	Cubby	\$ 125	0 \$	-
Classroom	Teacher Desks	\$ 400	4 \$	1,600
Classroom	Teacher Chairs	\$ 125	4 \$	500
Classroom	4 drawer files	\$ 200	4 \$	800
Classroom	Teacher laptops	\$ 1,000	\$	-
Cafeteria	Cafeteria tables	\$ 450	0 \$	-
	(estimates 6 per table, 3 lunch periods)			
Office	Server	\$ 900	0 \$	-
Office	Computers, office	\$ 1,100	0 \$	-
Office	Printers, office	\$ 700	0 \$	-
Office	Fax	\$ 1,500	0 \$	-
Office	Vertical Files	\$ 200	2 \$	400
Office	FireSafe Cabinet	\$ 2,000	0 \$	-
Office	Office Desks	\$ 1,000	0 \$	-
Office	Office Chairs	\$ 400	0 \$	-
Office	Conference Table	\$ 400	0 \$	-
Office	Conference Chairs	\$ 135	0 \$	-
Office	Phone System	\$ 6,000	0	
			\$	-
Building	Security Equipment	\$ 4,000	0 \$	-
Building	Burglar alarm system	\$ 3,000	0 \$	-

\$ 37,700

SAFE
Mortgage P & I

Year One	Principal	Interest	Total	
	265,566	893,969	1,159,535	96,628
Year Two	Principal	Interest	Total	
	279,153	880,382	1,159,535	96,628
Year Three	Principal	Interest	Total	
	293,435	866,100	1,159,535	96,628
Year Four	Principal	Interest	Total	
	308,447	851,087	1,159,535	96,628
Year Five	Principal	Interest	Total	
	324,228	835,307	1,159,535	96,628

Attachment 23:
Budget Narrative

To help keep the budget conservative, revenue is only based on the State Unrestricted Basic Grant. Although SAFE expects to receive funds through a number of other grants, the Basic Grant is the only revenue accounted for in this budget. Since the Basic Grant will not begin until January 2013, the first year budget shows a deficit. The following two years reflect a deficit due to the first year deficit. To compensate for this year one shortfall and to sustain the school financially from August 2012 through December 2012, the school will acquire a Common School Loan. The amount of the loan will be sufficient because it will be based on the projected enrollment. The school will not be required to repay this loan unless the school does not reach the anticipated enrollment. If this occurs, the school will operate within the conservative budget in order to maintain enough capital to repay the difference. The acquisition of this loan will consequently make up for the deficit in years two and three.

Other grants that the school anticipates qualifying for include State Restricted Summer School, Textbook Reimbursement, State Restricted Remediation, Federal Restricted Title I, Federal Restricted IDEA, Federal Restricted Drug Free Schools, Federal Restricted Title II-A, and Federal Restricted Title V-b. These grants are available and have been awarded to other charter schools in Indiana. SAFE will go through the appropriate channels to apply for each of these grants upon receiving an approved charter.

Since the above funding sources are not accounted for in the proposed budget, if any of these grants are not awarded to the school, it will not damage the school's fiscal integrity. If there are any shortfalls, the education service provider (ESP), SAFE's Board and the school leadership will work together to make necessary revisions to the budget.

The ESP projected expenditures based on experience with budgeting for similar schools in Indiana and Fort Wayne. Salaries are competitive with those of other area charter schools. Benefits expenditures include health, dental and vision insurance along with Teacher Retirement Fund contributions.

In addition to the instructional program expenditures, expenses for all furnishings and equipment necessary have been estimated through the ESP's extensive budgeting experience. Similarly, costs for operations and maintenance of the physical plant have also been budgeted for. Transportation expenditures have been estimated based on the ESP's experience with another local school's budget. SAFE's budget accounts for an Education Service Provider fee and the authorizer's fee.

Food services will be funded solely by grants specifically designated for that purpose. Therefore, the food services portion of the budget stands alone. Expenditures in that realm have been estimated based on a school of similar size.

SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Please provide information for the **designated representative** for the applicant group. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. *Note: Names and contact information may be shared with external groups by the Grace College and Seminary.*

Name of proposed charter school:

Smith Academy for Excellence

Proposed charter school location:

*Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies The school intends to serve.

Southeast Fort Wayne, IN

School district(s) of proposed school location:

East Allen County Schools

Legal name of group applying for charter:

Names, roles, and current

Thomas Smith, School Leader, Education Consultant

employment for all persons on applicant team:

Corey Smith, Chief Academic Officer, Teacher

Cameron Smith, Chief Operations Officer, Teacher

C

Designated applicant representative:

Thomas Smith

Address:

6806 Embers CT

Fort Wayne, IN, 46815

Office and cell phone:

260-466-1395

Email address:

smittx03@yahoo.com

Fax:

Model or focus of proposed school:

(e.g., arts, college prep, dual language, etc.)

College Prep, Service Learning, Character Ed.

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2012-2013)	6-9	198
Year 2	5-10	309
Year 3	4-11	420
Year 4	3-12	531
Year 5	2-12	576
At Capacity	K-12	1217

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes
 No

If yes, identify the ESP or other partner organization:

**Note: If the applicant intends to partner with a service provider or partner that has previous experience in operating a school, the applicant should use the RFP for Experienced Operators.*

Proposed Head of School/Principal Information (If Known)

Name of proposed candidate: Thomas Smith

Current employment: Education Consultant

Daytime phone: _____

Cell phone: 260-466-1395

Email address: smittx03@yahoo.com

Will an application for the same charter school be submitted to another authorizer in the near future? Yes No

N/A

If yes, identify the authorizer(s): _____

Planned submission date(s): N/A

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

N/A

Authorizer(s): _____

N/A

Submission date(s) _____